LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE APPLICATION
ASSURANCES

I, Roberto A. Martinez, Interim Superintendent for Local District 5 certify the following regarding the proposal for Central Region Elementary School 17:

1. As an internal applicant we are a not for profit entity.

2. Students will be enrolled based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy.

3. Students will be enrolled in coordination with Local District 5 and LAUSD. We will recruit the aid of the local district and LAUSD Information Technology Division to help ensure that the enrollment of students follows current demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement, etc. as compared to the schools being relieved by this new opening. We will continue to monitor enrollment patterns and continue to work on ways to ensure that we have an equitable distribution of students based on the above mentioned criteria.

4. We will ensure fiscal solvency and responsibility per LAUSD guidelines and policies.

5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will also adhere to and fulfill all requirements of the Modified Consent Decree and will follow all LAUSD Special Education Policies and Procedures.

Sincerely,

Roberto A. Martinez

Executive Summary

The Executive Summary should be a stand-alone document that gives an overview of the plan.

1. Executive Summary (max 5 pages)

a.   Assurances:

Attached Letter

b.   Discuss the student population:

Local District 5 currently services the adjoining community Schools of 20th Street Elementary School, Wadsworth Elementary School, and 28th Street Elementary School. Prior to the change in the attendance boundary, resident students for CRES (Central Region Elementary School) #17 would have attended these neighboring schools.

The following is information on these three schools:

Twenty-Eighth Street School is a large year-round school comprised of 1,397 students in grades Pre-K-5, of whom approximately 98% are Hispanic and 2% are African-American.   The school's current API is 670 from 662 the previous year. The school did not meet its AYP goals for the 2008-2009 school year. The following is the breakdown of the number of students that were proficient or advanced on the CST for the 2008-2009 school year:

2009 % Proficient & Advanced	All Students	Socio-Economic Disadvantaged	Hispanic	English Learners	Students with Disabilities
English Language Arts	25.1%	25.1%	25.3%	9.0%	3.0%
Math	41.0%	41.0%	41.4%	26.7%	15.2%

Important information on reclassification of English Learners, attendance and suspensions is the following:

- The total number of English Learners in 2008-2009 was 914; 91 were reclassified for a total of 9.96%
- Attendance for 2008-2009 was 96.83%
- The total number of suspensions for 2008-2009 was 1

Wadsworth Elementary is now on a traditional calendar. Due to a boundary change, a portion of Wadsworth students will now attend CRES #17. Wadsworth has approximately 935 students in grades Pre-K-5 and approximately 92% are Hispanic and 4% are African American. The school's current API is 661, up from 652 the previous year. The school did not meet the API or AYP goals for the 2008-2009 school year. The following is a breakdown of the students who were proficient or advanced on the CST for the 2008-2009 school year:

2009 % Proficient & Advanced	All Students	Socio-Economic Disadvantaged	Hispanic	English Learners	Students with Disabilities
English Language Arts	21.40%	21.4%	21.5%	5.6%	8.7%
Math	35.7%	35.7%	37.3%	23.1%	8%

Important information on reclassification of English Learners, attendance, and suspensions is the following:

- The number of English Learners in the 2008-2009 school year was 661; 88 were reclassified for a total of 13.31%.
- The attendance percentage for 2008-2009 was 95.72%
- The number of suspensions was 122

Twentieth Street Elementary is made up of approximately 730 students; 95% are Hispanic and 4% are African-American. The schools' current API is 717, up from 716 from the 2008-2009 school year. The school did not make its API growth target nor did it meet its AYP goals for the 2008-2009 school year. The school is in year 4 of Program Improvement status. The number of students who were proficient or advanced on the CST for the 2008-2009 school year are the following:

2009 % Proficient & Advanced	All Students	Socio-Economic Disadvantaged	Hispanic	English Learners	Students with Disabilities
English Language Arts	33.1%	33.1%	32.2%	15.9%	0.%
Math	48.8%	48.8%	49.4%	34.8%	11.1%

Information on number of English Learners who were reclassified, the attendance percentage and the number of suspensions for the 2008-2009 school year is the following:

- The number of English Learners was 452, of whom 67 were reclassified for a total of 14.82%
- The attendance percentage was 95.62%
- The number of suspensions was 12

c. **Vision, Mission and Philosophy:**

Since we are a newly opening school, our proposed vision and mission will be reviewed and refined once the staff, teachers, students, and community are part of the school. A vision and mission that is shared by all in the school will guide our pathway to success.

Vision: By the year 2012, CRES #17 will be a thriving educational hub for students, teachers, parents and the community. Here, learning will not only reflect in high academic achievement and the nurturing of human diversity, but jazz music will beat in the hearts and minds of those who walk through the school.

Mission: It is the mission of CRES #17 to provide students with a rigorous and culturally relevant education. Through our unique emphasis on learning through jazz music, we believe those dual aspects of a love for learning and problem solving, critical to the development of the 21st century student, will be greatly enhanced.

Philosophy: We strongly believe that students are capable of performing at high levels of cognitive thinking and are best served in a safe, and challenging yet supportive environment. Our students at CRES #17 will achieve academic excellence in all core subject areas through rigorous instruction by caring individuals. By providing students with a myriad of experiences that will take them outside of their immediate neighborhood (e.g., concerts, trips to the California Science Center and missions), we will prepare them to interact in a diverse society where changes are fast paced and constant. Furthermore, interdisciplinary music instruction with an emphasis on jazz music will make this a unique elementary school. CRES #17 will be the first elementary school nationally to provide interdisciplinary instruction in jazz music.

The day in the life of a student at CRES #17 would be one filled with wonder, gentility, and music. Let us imagine the day in the life of Rosa, a student raised in the community of South Los Angeles. Rosa would arrive at her beautifully landscaped school with an inviting environment, where she would be greeted with a smile by happy adults who are honored to be at this unique and vibrant campus. After partaking of a balanced meal, Rosa would line up with the other students to meet her teacher. The teacher would promptly smile and greet the students and ensure that students were ready to start the day.

The instructional day would start with rigorous, high quality English Language Arts instruction. The teacher's ability to be mindful and present would allow for appropriate scaffolds and interventions for Rosa. Mathematics would follow with an emphasis on concrete experiences. This strategy would allow for Rosa's conceptual understanding; moreover, how the teacher will use technology to visually engage and represent big ideas being taught. The curriculum would provide an entry point for Rosa to engage in discussing, writing and questioning as she discovers patterns and generalizations, in algebraic thinking, a mode of inquiry that is emphasized at CRES #17. Depending on the day, science, social studies, or health would follow; engaging texts and FOSS kits for science would allow for hands-on experiences. While confidently engaged in writing and note taking as a member of a cooperative group, a gleam in Rosa's eye would indicate her learning. Physical education would be planned and appropriate for the student's developmental stage. She would engage in activities that provide for fine and gross motor development as well as movement and rhythm. The student would gain a sense of confidence that can be imparted from engaging in a physical activity that results in the release of endorphins and lead to healthy exercise habits.

It is during the visual and performing arts portion of the school curriculum that Rosa would realize she was in a unique school. Rosa would have an opportunity to learn about the various forms of jazz music and engage in dance, vocal or instrumental music related to this genre of truly American music that has offshoots in Latin jazz. We believe it is this aspect that will make CRES #17 stand apart from the rest. The sheer joy of engaging in an uplifting musical experience that results from hard work and practice with caring and dedicated teachers, serves to instill confidence and efficacy in students and teachers. Parents also experience this joy as they see and hear the growth of their talented child when they are invited to recitals and concerts. After a full day in the hands of dedicated, caring adults, Rosa would be equipped with the skills to continue her learning in the various after-school programs. Art, vocal, dance, and instrumental music will be offered by partners of the school who have expertise and training in these areas. Finally, drama and homework clubs in reading and math would also be available for Rosa, and she would be well aware that the library and media center are open for her use.

In summation, Rosa's day at school is one that is truly unique, leading her to experience wonder, kind social interaction, and rigorous cognitive development. Through an infusion of an impactful general

education curriculum with instruction in jazz history and performance, Rosa will be given the tools she needs to progress confidently though secondary school and access college.

d. Education Plan:

As evidenced in the description of our hypothetical student's daily life, approaches at CRES #17 will promote literacy through music and algebraic thinking in mathematics (performance-based assessments will be used to ensure students are learning). Scaffolded instruction and suitable interventions will be provided. At CRES #17, students will achieve academic excellence in all core subject matter through culturally relevant, rigorous instruction, and the use of the RtI² framework.

Arts rich schools allow students to take risks in learning, to develop strong abilities in the way they express ideas and to exercise their imagination (Burton and Horowitz 1999). Through actively learning about music and, various styles of jazz, students develop a deeper understanding about their own culture and other cultures within their community. Teachers use this student knowledge and understanding to scaffold and strengthen instruction in other subject areas. Using research-based music pedagogy and practices will provide English Language Learners an approach to learn English more successfully. Within this model, our students will learn about Los Angeles' jazz history and how it is connected to the history of California and the United States.

The current RtI² framework, which is part of the District policy, will be used to ensure that individual student needs are met. The RtI² framework provides for a system to problem solve why students are not learning by reviewing the problem, looking at the data and finding a solution to the problem. The RtI² framework shows a three-tiered model of supports where the core program (tier 1) provides interventions and monitoring for 80% of the students. More powerful and targeted strategies for students are used in tier 2 for 15% of the population, and intensive interventions and monitoring are used at tier 3 for students in the top 5% of the population. The problem solving process is used to find the best strategies that will meet the individual needs of all students, including students with special needs, English Learners, and students who are not at grade level. High quality, rigorous core instruction is at the center of the RtI² framework. This instruction is based on the Content Standards for California Public Schools. The California Frameworks, which list strategies to be used with all learners, and the Content Standards will be used to guide the rigorous instruction that will be taught using state-adopted textbooks.

Books are important tools for learning therefore, the new school will be equipped with at least twenty books per student. There will be high quality, high interest, multicultural books aligned within the music theme that cover the following genres:

- Fantasy
- Historical Fiction
- Science Fiction
- Folklore
- Poetry
- Biography
- Career-related
- Narrative
- Expository

Multiple titles of books will ensure that students are able to take books home to read, share with family members, and enjoy. The library media center will be open throughout the day, including recess and lunch recess, so that students may take advantage of the computers and books that wait within its walls. Volunteers will be trained on the operation of the media center so that they may serve students at various times of the day. A posted schedule, along with notices home to parents will allow for easy and accessible communication so that everyone will know when the library media center is accessible. Hours for community use will also be posted. Pending funds received and approval from the School Site Council for the use of these funds, the school will have computers that allow students to do research on the internet as well use word processing for the completion of written assignments. Students will learn how to make power points for assignments as well as videos to showcase their research and learning.

e. Community Impact and Involvement:

The school is located at 900 East 33rd Street in Los Angeles and therefore the community that we will serve, are pulled from the surrounding schools, namely, Twenty-Eighth Street Elementary, Wadsworth Elementary and Twentieth Street Elementary School. CRES #17 will assure a 180 day calendar at all surrounding schools. Parent would be engaged by way of newsletters, meetings, participation in various counsels, and informal gathering as in "coffee with the principal".

f. Leadership/Governance:

As a District operated small school, we must follow collective bargaining agreements and compliance required councils will be established at CRES #17.

g. Fiscal Plan:

During the opening year, all expenditures will be aligned with the mission and vision outlined in section 1c. In subsequent years, the Single Plan for Student Achievement will define the alignment of financial resources.

2. Curriculum and Instruction

a. Curriculum Map and Summary:

CRES #17 will have a high quality curriculum based on:

- Reading Language Arts Content Standards for California Public Schools.
- English Language Development Content Standards for California Public Schools
- Mathematics Content Standards for California Public Schools
- History /Social Science Content Standards for California Public Schools
- Science Content Standards for California Public Schools
- Health Content Standards for California Public Schools
- Physical Education Content Standards for California Public Schools
- Visual and Performing Arts Standards for California Public Schools

By using the related frameworks for each curricular area, we will ensure that teachers can address the individual needs of the students.

English Language Arts

English Language Arts instruction will take place for 180 days with the following minimum instructional times allocated:

1 hour in kindergarten
2.5 hours in grades 1-3
2 hours in grades 4-6

To extend the basic program, the following will occur:
30 minutes extra support for English Learners and Standard English learners in grades K-5
30 minutes extra support for struggling readers in grades K-5 (including students with disabilities)
15 to 20 minutes intensive vocabulary development for students in grades K-3

In order to address the California Language Arts Standards, we are proposing the use of California Treasures Reading Program, published by MacMillan/McGraw-Hill, a state-adopted, standards-based, research based reading program. This English Language Arts program, in addressing the curriculum (the standards), will also ensure universal access to all students. The program includes extra time for support of English Language Learners, struggling readers, and intensive vocabulary development in grades K-3 as listed above.

The English Language Arts curriculum will ensure universal access to all students. The program will include extra time as listed above. Instruction will cover phonological based spelling; listening and speaking comprehension; academic vocabulary and concept development. The curriculum will provide sequential, explicit, practice and assessment in the following areas:

- Phonemic awareness
- Phonics and decoding
- Spelling-linked to decoding and reciprocal skills
- Vocabulary-key vocabulary related to reading and writing

Also imbedded are grade appropriate words into categories, word learning strategies, and word meaning.

Reading selections will be age appropriate, motivational, and multicultural.

Writing will be explicitly taught with time to practice with models for writing, specific types of writing that will include narratives, biographies, autobiographies, and expository compositions, responses to literature, research reports, and persuasive compositions. Scaffolding will occur so students become independent writers.

The following are examples of the ways music and English Language Arts will be integrated:

Students will be able to make sound to print connections and use their ability to hear sounds when they learn to play music. Students will read about the rich history that was once a lively jazz scene just a few blocks from their school. They can make text to life connections as they experience, as a musician or part of an audience, the lively beats of jazz music played by celebrated guests at the school. Students could engage in different kinds of writing like: narratives inspired by a musical selection, or a narrative that shows their understanding of how tempo and dynamics in music communicate ideas. (See Appendix E for sample integrated arts lesson for grade 5).

Assessments

Diagnostic screening assessments will be used to identify the learning gaps that students have so that teachers can provide scaffolds and intervention specific to the student's needs. Monitoring assessments administered every 6-8 weeks, will be based on the content taught and will allow gauging the effectiveness of the instruction. Summative assessments administered at every trimester will be used to check for mastery of the content taught. The required California standardized tests will be administered in compliance with State Law and Education Codes.

The diagnostic screening assessments will be used in the following areas:

- phonemic awareness
- phonics and decoding
- oral reading fluency
- spelling
- vocabulary
- reading comprehension

English Language Development

The English Learner students at CRES #17 will receive engaging instruction in a research-based program using Communicative Language Teaching, (Hymes, 1972) and Task-Based Language Teaching (Willis, 1996; Skehan, 1998; Feez, 1998). The goal of the standards-based ELD instructional program will be to ensure that ELs, at all five levels of English proficiency, acquire academic English as quickly as possible in order to ensure access to grade level content instruction.

Specific ELD strategies like, Backward Buildup, Corrective Recasting, RASP, (Repeat by All by Some and by one Person), Think-Pair-Share, Pull Out and Talk/Write and Vocalized Reading will be used in addition to the four elements of effective ELD Instruction listed below:

Content:
- Use state approved ELD curriculum for a minimum of 30-45 minutes daily.
- Plan differentiated ELD lessons based on ELD standards.
- Saturate students with language by using songs, chants, raps and poems to introduce language forms and functions as well as to introduce academic vocabulary.

Connections:
- Make appropriate instructional accommodations to student's linguistic background.
- Incorporate themes and grade level content to build student's understanding of academic vocabulary and linguistic functions.
- Integrate listening, speaking, reading and writing activities to accelerate language acquisition.

Comprehensibility:
- Make oral and written language as comprehensible as possible.
- Provide visual supports e.g. pictures, charts, advanced graphic organizers, manipulatives and realia.
- Focus on communication and teach language functions, patterns and structures, critical thinking and academic vocabulary skills in context.

Interaction:
- Provide abundant opportunities for students to engage in cooperative and communal learning in order for them to practice and apply academic vocabulary forms and functions by incorporating specific strategies e.g., Think-Pair-Share, Pull Out and Talk and Instructional Conversations.

Music instruction will facilitate language learning in a comfortable environment by providing opportunities to work in cooperative learning groups as students play music as part of a group.

Assessment

Adequate ELD progress will be measured by advancing a minimum of one ELD level per year as determined by the annual CELDT.

In addition to the CELDT EL student progress will be monitored by the ELD portfolio, informal assessments such as Ballparking, Student Progress Forms and work samples, the EL monitoring roster, and the reclassification monitoring roster.

In addition, using music with language learners, allows those students to practice speaking English by providing practice of the language when they sing songs and chants.

Mathematics

CRES #17 will use Scott-Foresman, EnVision Mathematics which has been adopted for LAUSD schools and is aligned to the Mathematics Content Standards for California Public Schools. The students will be taught the following mathematics strands:

- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Statistics, Data Analysis and Probability
- Mathematical Reasoning

The students will be expected to do the following:

- Develop fluency in basic computational skills
- Develop an understanding of mathematical concepts
- Become mathematical problem solvers
- Communicate precisely about quantities, logical relationships and unknown values through the use of signs, symbols, models, graphs and mathematical terms
- Develop mathematical logical thinking in order to analyze evidence and build arguments to support or refute hypotheses
- Make connections among mathematical ideas and between mathematics and other disciplines
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematics related career choices
- Develop an appreciation for the beauty and power of mathematics.

Algebraic thinking would entail learning about general principals of mathematics. An example of this is when you add zero to a number, the number remains the same. This is true as 5+0=5. This is a generalization that students can make that is a principle in mathematics (Blair 2003).

Studies have shown that integrating music and math instruction may lead students to score higher on standardized math tests. This may be explained by the fact that "rhythm emphasizes proportion, patterns and ratios expressed as mathematical relations." An example of how music and math may be integrated would be having students explore how fractions are used to divide abstract things like time in music. The students could read, write and perform rhythmic notation using fraction concepts. (See appendix for sample integrated arts lesson for grade 4).

Regular and accurate assessment of student progress in mastering grade-level standards will be essential to the success of any instructional program based on the mathematics content standards and framework. There are four distinct purposes for assessment in mathematics:

1. **Monitoring Student Progress**. Assessment should provide both teacher and students with ongoing feedback concerning progress toward lesson objectives and long-term goals. Assessment during instruction should inform each individual student and the teacher about problem-solving ability and growth toward understanding of mathematical concepts, not just mastery of procedural skills.
2. **Making Instructional Decisions**. (Formative Assessment) Teachers planning tasks to develop student understanding must have information about how students are thinking and what ideas they are using and developing. Daily problem solving and discussion provide a much richer and more useful array of data than ever can be gathered from a topic test. This gathering of evidence comes at a time when teachers can actually formulate plans to help students develop their ideas rather than remediate after the fact.
3. **Evaluating Student achievement**. (Summative Assessment) Summative evaluation measures on a more formal basis the progress students have made towards meeting the standards. Typically it occurs at the end of a topic or unit or school year. The most critical aspect of summative evaluation is that it measures the ability of students to transfer what they have learned to related applications. Summative evaluations are not mere reflections of retained knowledge but are the most valid and reliable indicator of depth of understanding.
4. **Diagnosing Student Learning Gaps**. (Diagnostic Assessment) Entry-level assessments can be used as a baseline for evaluating future growth, or to identify materials previously learned so teachers do not spend too much time reviewing already mastered materials. Through the lens of RtI^2, diagnostic assessment targets the needs of individual students and focuses the intervention on addressing that individual's learning gaps.

A substantial emphasis will be placed on integrating an assessment system with curricula and instruction. It will be critically important for assessment and instruction to be closely interrelated in ways that minimize any loss of instructional time while maximizing the potential of assessment to advance meaningful learning.

CRES #17 will address the four purposes for assessment outlined above in the following ways:

1. **Monitoring Student Progress**. Embedded in each of the 130 lessons that will be taught each year as a part of EnVision Math, there is a Quick Assess. Based on student performance with this tool, EnVision provides leveled homework assignments.
2. **Making Instructional Decisions**. The classroom discourse provided in the EnVision curriculum guides the teacher with meaningful questions to pose to students. There are notes about possible misconceptions and strategies to address them when they appear. Guided problem-solving (with teacher discourse provided) will deepen a teacher's understanding of students' mastery so intervention can take place during the core instructional time.
3. **Evaluating Student Achievement**. CL#17 will participate in the LAUSD Periodic Assessment program. The results of these benchmark tests will be analyzed by the teachers so as to guide their instruction

for future classes. Additionally, teachers will be encouraged to create grade-level benchmarks that can be used to collectively evaluate students' achievement.

4. **Diagnosing Student Learning Gaps**. EnVision provides the CA Math Diagnosis and Intervention System to all schools. This tool will be used to evaluate students for placement into Tier II interventions.

Science

Science at CRES # 17 will follow the goals described in the <u>Science Content Standards for California Public Schools</u>. These include ensuring students become scientifically literate citizens by providing them with essential skills including knowledge of the scientific method. The strands that will be covered as per the Content Standards for California Public Schools will be the following:

- Physical Sciences
- Life Sciences
- Earth Sciences
- Investigation and experimentation

FOSS kits, which are used in LAUSD schools for grades K-5 and are on the state-adopted list of textbooks, will be used to provide students with hands-on activities with experimentation and collaboration as they work in cooperative learning groups.

Students will be using the following strategies as they engage in learning about science.

- Generating questions that are testable
- Cooperative Learning
- Using graphic organizers
- Summarizing and note taking

Students will maintain a science journal/notebook in which to write their key learning. The teachers will provide the students with written feedback and incorporate guiding questions in order to challenge and support their learning.

The following can be utilized to assess students knowledge of science:

1) FOSS assessments
2) Science journal/notebook that students maintain
3) Teacher assessments
4) Periodic assessments for students in grades 4 and 5
5) CST on science for students in grade

In addition to the science curriculum described above, science instruction will also benefit from its connection to music. For example, students could study sound and the ways in which sound is made from vibrating objects that can be described by pitch and volume. In music the student would be able to describe the relationship between pitch and size. (See appendix for sample integrated arts lesson for grade 2).

History/Social Science

CRES #17 will use the <u>History/Social Science Content Standards for California Public Schools</u>. The textbook adopted by LAUSD which is aligned to the Content Standards for California Public Schools that will be used for instruction will be Harcourt/ Brace. The following themes will be covered:

- K-Living and Working Now and Long Ago
- 1-A Child's Place in Time and Space
- 2-People Who Make a Difference
- 3-Continuity and Change
- 4-California: A Changing State
- 5-United States History and Geography: Making a New Nation

The students will be able to bring the skills and knowledge learned in English Language Arts and visual and performing arts into the History/Social Science units. Students in grade 4 can write a Reader's Theatre to depict life in the early California missions. Students can expand and write a play about the early days in the mission that will allow them to use these strategies:

- Cooperative learning
- Summarizing and note taking (as they study they can identify key point they want to include in the play)
- Identifying similarities and differences to current conditions of farm workers
- Using nonlinguistic representations as they act out the various scenes

The students will also be able to take field trips to local missions to see firsthand the remnants of past California history. As part of career day, people employed in the missions can talk about their work and how important it is to preserve the knowledge and history of the past so we may learn from it and become more tolerant and compassionate of other's cultures and what they value. Within the context of history/social science, students will be able to make direct connections with the rich and lively history of jazz that is embodied in the Central Avenue area. Students can engage in conversations as they learn of the changes that have taken place in South Los Angeles and the music that thrived and gave the area its notoriety.

Visual and Performing Arts

The strong visual and performing arts at CRES #17 will be the signature by which the school will eventually achieve national acclaim. Music will be the backbone of the visual and performing arts program. The idea that the school will be a thriving center for musical learning, performances and enjoyment because of its emphasis with the various types of jazz music (including Latin jazz) will enhance students' creativity and influence their world.

The Visual and Performing Arts Content Standards for California Public Schools will be used to ensure that students engage in the following:

- Dance
- Music
- Theatre
- Visual Arts

As we identify the teachers that have an interest in teaching at this fine school, it will be clear that those who join this bastion of learning will have the knowledge, expertise and passion to teach the various disciplines to our students.

Students will engage in learning about sounds that can be represented as symbols such as in reading. Team work will be emphasized as students learn to play music together. They will learn to listen and respond at the appropriate time and to become accountable for the success of a performance as they learn to play music, dance or set up an art exhibit. Students will use all of the skills learned in the other curricular areas including writing to give directions, reading their parts as they prepare for a play,

listening for their part in a musical performance. Mathematics will be used as students learn about patterns and ¼ and ½ notes and what the value of these mean, i.e., beats.

Parents will be an integral part of the vision about the history of the area and their own musical history related to their specific country of origin. Music, dance, and art can connect people through emotions without the need for a specific language.

Parents and community members will be invited to enjoy performances put on by students in the various areas of study. Musical events that will involve professionals and students working together, reminiscent of El Sistema, begun by Gustavo Dudamel in Venezuela will bring the community together for joyful and triumphant occasions.

Physical Education

Program Goals:

To ensure that all pupils in grades one to twelve, inclusive, receive high-quality, comprehensive, and developmentally appropriate physical education instruction on a regular basis

To provide instructional programs where students learn the skills and knowledge of lifelong activities need to establish and sustain physical activity and a healthy life-style as a key component; as children, adolescents, and adults.

To enhance each individual's life through participation in a sequential physical education system that promotes physical, mental, emotional, and social well-being.

To create students that have mastered the necessary movement skills to participate confidently in many different forms of physical activity, values physical fitness, and understands that both are intimately related to health and well-being.

Key Dimensions:

I. **Standards, Assessment and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
II. **Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable practices
III. **Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high quality curricular and extracurricular activities
IV. **Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

The Physical Education Content Standards of California Public Schools will assist in establishing specific learning goals and objectives for physical education.

There are five overall model content standards for elementary children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

The specific content standards emphasize how students move in their environment, moving through space and time, how they (student and a partner) move in space together, continuity and change in movement, manipulating objects in time and through space, and manipulating objects with accuracy and speed.

Music can easily be used in physical education as students learn rhythm and movement as part of their physical education program. The use of fine motor and large motor skills that are exercised during physical education can benefit students as they use these same muscles and skills when they play instruments.

Health Education

CRES #17 will follow the LAUSD curriculum for Health Education and the Health Education Challenge Standards for Student Success as described by the California Department of Education. An overview of the standards for kindergarten through grade five is presented below:

Acceptance of Personal Responsibility for Lifelong Health
- The student understands and demonstrates ways in which his or her health and wellbeing can be enhanced and maintained
- The student understands and demonstrates behaviors that prevent disease and speed recovery from illness
- The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.

Respect for and Promotion of the Health of Others
- The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.
- The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

An Understanding of the Process of Growth and Development
- The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.
- The student will understand individual differences in growth and development. Informed Use of Health-Related Information, Products, and Services.

- The student will identify products, services, and information that may be helpful or harmful to his or her health.

CRES #17 will engage the entire school community as it promotes health literacy among its students. This gives parents an opportunity to become involved in their children's education. It shows parents how they can extend their children's learning beyond the walls of the school and help them to apply academic knowledge in real-life situations.

Another example is encouraging the participation of health organizations in the community to hold activities such as health fairs. This also gives students exposure to various careers in the health care field such as doctors, nurses, dentists, optometrists, lab technicians, and pharmacists.

A tie to our music inter-disciplinary approach would involve students singing body part songs as they learn this in kindergarten.

b.   **Track Record of Proposed Curriculum**:

The curriculum materials used for all content areas in Los Angeles Unified School District, have been subjected to rigorous criteria for an adoption process. These materials could not have been adopted unless they met stringent criteria. They had to be standards-based, research-based, and proven to have success for all students of diverse backgrounds. The materials that are being proposed for use at CRES #17 have yielded positive results in the students of LAUSD, as demonstrated by the steady increase in the API scores. California Treasures Reading Program, includes English Language Development proposed for CRES #17. This program is new, research-based, and on the list for State Board Adopted Materials. It is expected that CRES #17 will have positive results with the use of these materials.

c.   **Addressing the Needs of All Students**:

RtI² embraces evidence-based instruction and the District's Discipline Foundation Policy. It provides the structure within which all efforts of LAUSD fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Gifted and Talented Education (GATE) students.

The Coordinated Services Team (COST) from CRES #17 will work with the COST members from the feeder schools in order to obtain timely and accurate data that will allow the staff at CRES #17 to continue with the interventions identified for students at the previous school. Concurrently, students will be assessed and provided with appropriate intervention so they can continue to learn and succeed. Students not making adequate progress, as identified by the feeder schools' COST members, will be scheduled for Student Success Team meetings.

Once data is obtained from the feeder schools, a system of data review with teachers will be established. Teachers will analyze the data and generate appropriate intervention plans for students that may require teaming in order for students' to have their needs met. Data folders with the students' picture and their vital academic information will be used to track the progress made as students are assessed every 6-8 weeks using the most appropriate assessment, such as Dibels and San Diego Quick.

The four strategies that the District has identified for use with English Learners, Standard English Learners and students with disabilities will be implemented by teachers as appropriate to the lesson. These strategies are as follows. Cooperative and Communal Learning Environments: Supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional

goal. Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning. Instructional Conversations: Discussion-based lessons carried out with the assistance of teachers who help students arrive at a deeper understanding of academic content. Conversations provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students' conceptual and linguistic development by making connections between academic content, students' prior knowledge, and cultural experiences. Academic Language Development (ALD): The teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and disclosure. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic areas. Advanced Graphic Organizers: Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking processes. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material. (See Appendix C).

The growth expectations for students would be individualized for them. English Learners would be expected to advance one ELD level per year. Ten percent of the students in the Basic, Below Basic and Far Below Basic CST bands, would become Proficient or Advanced. It would be expected that a 10% growth would be reflected in the periodic assessments. Teachers at the school would be expected to create SMART (specific, measurable, attainable, realistic and time bound) goals.

The behavior support for students will be modeled after the SOLAR Project-South Los Angeles Resiliency Project. Universal interventions, such as school-wide behavior expectations followed by grade level assemblies, classroom conversations and posters in classrooms and common areas will be in place. This will be followed by training for all teachers and supervision aides to ensure continuity in reinforcing the positive behavior of students. Teachers will be expected to teach Second Step curriculum before lunch once a week. Students will be trained to resolve conflicts under the supervision of an adult during recess and lunch recess time utilizing <u>Teaching Students to be Peacemakers</u> by David Johnson and Roger Johnson (1995). A modified referral system will be used to identify the reason and recidivism of those referred. The COST members will meet to provide behavioral intervention for students who are in need of additional support. Student Success Team meetings and follow up meetings will be held for students in need of additional assistance.

d. **Accelerated Learning**:

Teachers will accelerate learning for Standard English Learners and English Learners through the implementation of the following strategies:

- Modeling
- Contextualization
- Text representation

- Bridging
- Schema bridging
- Language Acquisition Models

Modeling

Modeling is a way for teachers to provide concrete examples of what a student's finished product may look like. Modeling includes demonstration appropriate language and discourse patterns. Teachers will present instructions in a step-by-step manner and/or with demonstrations. Examples of verbal scaffolds include paraphrasing or restating student's response to model correct English and Think-Alouds (saying out loud what you are doing as you read or use a strategy). Written examples include teachers modeling the use of advanced graphic organizes and explicit student writing models.

Contextualization

Contextualizing is making cognitively challenging texts and concepts more comprehensible. Teachers will utilize supplementary materials and resources to make abstract concepts relevant and concrete. Examples include the use of hands-on manipulatives and realia, pictures, photos, and visuals. Teachers should incorporate demonstrations and or Total Physical Response for beginning ELs. An example of a reading strategy might include jigsaw text reading as a way of chunking concepts and difficult texts.

Schema Building

Schema building helps students establish the connections that exist between and across concepts. This helps student's gain perspective of where ideas fit in the larger scheme of things (Carrell, 1983). Schema, or background knowledge, should be built before a topic is introduced. Connections between abstract and concrete concepts are best accomplished when all language processes – reading, writing, listening, and speaking – are incorporated during practice and application. Students should have abundant opportunities to use language. Examples include making and using graphic organizers, solving problems in cooperative groups engaging in discussion circles, partnering students in a project before independent work.

Language Acquisition Models

The integration, of listening, speaking, reading, and writing into all content areas and the thematically interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on making meaning. Teachers should explicitly state content objectives as well as language objectives. Examples give students multiple opportunities to practice target language, make sure that the practice is relevant and meaningful, include hands-on activities.

The idea that all students are gifted will be one that is fostered at CRES #17. The variety of areas for identification as a GATE student (intellectual, creative, specific academic, or leadership ability, high achievement, performing and visual arts talent) will be reviewed with teachers so they will be able to refer students for the GATE program. With that in mind, students will participate in inquiry based learning that will allow them to work under the direction of the teacher on projects that are performance based. Parents would be an integral part of these projects to ensure that support and assistance are provided to the students at home and at school. Teachers will learn about depth, complexity, novelty and acceleration in order to provide students with appropriate instruction that will allow students to expand their problem solving ability, develop sensitivity and responsibility to others, to acquire skills in advanced ideological and creative levels, and to develop realistic and healthy self concepts to name a few of the components of a program for GATE students. Students will have portfolios that have performance based assignments that will show their growth over time.

e.   **Instructional Strategies**:

Use of strategies for its own sake is not the reason teachers will use strategies. The use of the strategies will be strategic to what the intended learning is, and tailored to the students' needs. In addition to the Access Strategies that are listed on the previous page, the strategies listed below from Marzano, Pickering & Pollock, found in the book titled: Classroom Strategies that Work will also be used as appropriate:

1) Identify similarities and differences-students will be guided to find similarities and differences as they study specific content. This strategy will also be used when students are relating to their culture and language. This will be an invaluable strategy as students study music and learn about the various types of music and the similarities and differences in music.

2) Summarizing and note taking will be used to allow student to put to print what they have learned and how they understand what they have learned. Students will learn to delete, substitute and keep things. In order to do this, students will need to understand what they learned at a deeper level (Kintsch, 1979, van Dijk, 1980).

3) Reinforcing effort and recognition – teachers will reinforce the effort students put forth and recognize their achievements which will motivate them to continue to succeed. This is crucial as teachers interact with students and build trust. Students will also acknowledge their own efforts and recognize their achievements.

4) Homework and practice-teachers will provide students with meaningful homework that will promote good student habits. Practice will enable students to become proficient in what they practice.

5) Nonlinguistic representations - these would include kinesthetic activity, for example using the arms to show an acute angle. Students would encounter this strategy as they engage in the playing music or dance.

6) Cooperative Learning - As students play instruments, sing in a choir, dance in a performance with a group, or solve a problem, they will have the skills to work cooperatively, build trust, share accountability and pride in their performance as a team. Feedback from teachers and peers that is timely, specific and corrective will help students to learn. Use of rubrics that students know and use will increase relational trust among students and parents.

7) Setting objectives and providing feedback - teachers and students will set goals for learning that are flexible enough to provide for interventions and scaffolds for the students.

8) Generating and testing hypothesis – Allows students to express their thinking as they encounter new knowledge or allows them to test a hypothesis to help deepen their understanding.

9) Cues, questions and use or use of advanced organizers – questioning is at the heart of classroom practice (Davis, O.L. & Tinsley, 1967; Fillipone, 1998) By asking questions to deepen understanding, it will increase the interest in what is being learned (Alexander et al., 1994). Higher level questions and wait time (Swift & Gooding, 1983) allows for more student discourse. The use of advanced organizers can help organize ideas, thoughts, or new information. Creating a booklet before going on a field trip could increase the knowledge and understanding of what new learning occurred.

As teachers and students populate CRES #17 and data about student achievement is available, teacher may use other research strategies that are not listed here. The listed strategies will allow teachers to begin with a common understanding of the language that is expected when school starts, but it will by no means, limit the strategies that teachers use at CRES #17.

3. School Culture and Climate

a. **Description of Culture:**

A place where one is valued and respected and where learning and creativity are fostered and nurtured through high expectations is what will be found at CRES #17. By reading and using the "process aspects of schooling (e.g., culture, community, communication)" found in Garmston and Wellman's <u>Adaptive Schools</u> and by building on the premise that collective efficacy, (a groups ability to set goals and meet its desired outcome, (Bandura 1993), we will create this desired culture. In order to build the collaborative groups among all staff members, students, and parents will learn the following, just to name a few:

- The importance of Professional Community
- Developing Collaborative Norms - The Seven Norms of Collaboration: 1. Pausing: Pausing before responding, 2. Paraphrasing: Using a paraphrase starter "You are thinking" followed by a paraphrase to hear and understand what is being said. 3. Putting inquiry at the center: Inquiring to explore perceptions. 4. Probing: "Using gentle open-ended probes such as, Please say more... increases the clarity of the group's thinking." 5. Placing ideas on the table: "Label the intention of your comment, Here is an idea..." 6. Paying attention to self and others: "meaningful dialogue is facilitated when each group member is conscious of self and of others." 7. Presuming positive intentions: "Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put downs."

- Two Ways of Talking that Make a Difference for Student Learning (dialogue-conversations that lead to understanding and discussion-conversations that lead to decisions).
- Using Conflict as a Resource

Also key to building this culture is building trust among teachers, students and parents. In an effort to build trust, the principal as the person who sets the tone and the culture through modeling behaviors, will not only model but expect the following from all whom are a part of the CRES #17 school community:

- Modeling genuine concern and care for students and other human beings
- Respecting individuals and their culture
- Sharing the school's success stories
- Listening attentive and following through
- Expressing appreciation to students and adults
- Communicating with everyone in an approachable voice
- Building a sense that we are all learning together
- Celebrating the accomplishments of staff, students and parents
- Being highly visible and approachable
- Possessing high expectations

As everyone in the school learns to engage in a positive, respectful manner by using the seven norms of collaboration, and exhibiting the behaviors mentioned above, we will have a common language that promotes integrity, ethics and character.

b. **College and Career Readiness**:

CRES #17 has a vision and a commitment to A-G requirements for every student. Our students will meet or exceed the California Content Standards and be prepared to take college-preparatory classes in secondary school so that they can eventually attend the four year college or university of their choice.

To inspire students to prepare for and attend college CRES #17 will form a College Committee made up of staff, parents and community members who will plan/coordinate the following activities:

- College banners/pennants will be displayed in all classrooms
- Monthly 20 minute student assemblies will highlight a career or college
- Every fifth grader and their parents will culminate from the school with a clear understanding of the A-G requirements
- All Parents will be personally invited, by a college bound high school senior that has adopted a classroom, to an annual parent college clinic. Parents will learn about the following: CAHSEE, graduation requirements, SAT exam, and college entrance requirements and financial aid.
- Every student will take a field trip to a college/university in the fifth grade
- CRES 17 will participate in an annual college/career fair in collaboration with Jefferson High School.

Classroom and instructional strategies that extend student learning experiences beyond basic content proficiency skills to include the competencies that will be needed by students for career or postsecondary education for example, teachers will meet to plan and design college bound activities that emphasize the following strategies:

- Identify similarities and differences among the various colleges and the programs they offer.
- Summarizing and note taking which will help them as they take classes and learn to understand what they have learned.
- Setting objectives so that students can make a plan of action as they make college readiness their goal.
- Critical thinking and problem solving so students know how to collect, organize and weigh the value of ideas.
- Effective oral and written communication – which allow students to read rigorous and challenging texts and write about and report on what they have learned.

The school will participate in the Jefferson Pipeline which involves Jefferson High School and Carver Middle School. The Pipeline was created and is still evolving in its quest to ensure that students are followed through their elementary and secondary careers through personalized activities and effective and timely communication as students matriculate from one level to another. The goal is to prevent students from dropping out because their needs have not been met.

c. **School Calendar/Schedule**:

CRES #17 will operate on a traditional 180 day calendar with 55,100 instructional minutes as approved by the LAUSD Board of Education (see Appendix H for Single Track Instructional Calendar 2010-1011).

d. Describe how you will offer athletic programs and other extracurricular programs at your school to meet the needs of all students.

The Physical Education Challenge Standards will be followed in a way that will assure that students develop necessary motor skills. In addition, recess periods will reinforce these skills through active engagement in a structured setting. The Monk Institute, a partner, will work with grade 5 students in an afterschool setting to provide music instruction and the connection of history and jazz. In addition, the Harmony Project will support music instruction for teachers as well as afterschool music instruction for the balance of the grades. Beyond the Bell, afterschool programs, will ensure that CRES #17 will be provided quality afterschool support for students.

e. Describe your approach to student discipline and creating a safe, clean and respectful campus which is in alignment with the Board approved District Discipline Foundation Policy.

As an LAUSD school, CRES #17, will assure a safe school by implementing all aspects of the District Discipline Foundation Policy. The students will learn the difference between dialogue (to understand) and discussion (to make decisions) and they will be trained on the use of the seven norms of collaboration which they will be expected to use in and out of the classroom. These seven norms of collaboration are from the work by Robert J. Garmston and Bruce M. Wellman (2004) and are found in the book The Adaptive School (see Appendix G). Student recognition and celebration of success will be a major part of our work in creating a safe and respectful campus. This would include Student of the Month, Most Improved Student, Student with Perfect Attendance, Students Who Respect Others, just to name a few.

Stakeholder roles to ensure school-wide safety of all students:
TEACHERS. The teachers at CRES #17 will establish and maintain an unwavering commitment to providing a sound educational community for all learners. This commitment includes both comprehensive and effective lesson planning and instruction, and the establishment of a positive classroom environment with clear expectations for student behavior. At the start of the school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Further, they are responsible for establishing and consistently applying a set of clear consequences for behaviors, both positive and negative, in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis utilizing multiple teaching strategies including, but not limited to, role play and simulation. Finally, teachers are expected to communicate with parents and students on a regular basis about student performance and behavior in the classroom, and to document these interactions.
OTHER SCHOOL STAFF.   All other staff including administration, coaches, coordinators, paraprofessionals, office staff, and custodial staff are also expected to maintain an unwavering commitment to providing a sound educational community for all learners. To this end, other school staff members are expected to be familiar with the school wide behavioral expectations and must take responsibility for guiding the behavior of all students in a positive and consistent manner.
STUDENTS. Students are expected to be familiar with all behavioral expectations, both school wide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must make behavioral choices that contribute to their safety and the safety of others. They will be expected to abide by these guidelines in all that they do on the school campus in order to create a peaceful and productive learning environment.

PARENTS. Parents will be taught, informed and must be familiar with the school's expectation for student behavior and related consequences. Parents will be responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The school will expect parents' support in reinforcing behavioral expectations. When consequences for inappropriate behavior must be implemented at school, parents should follow up at home to be sure the behavior does not reoccur. Plan to address safety and discipline issues:

The following is a list of example behaviors that will result in consequences. All referrals to the office must be accompanied by a referral slip with the student's first and last name. Office referrals serve as a record, and provide data regarding school wide behavior trends. Students will be provided with an opportunity for due process by writing about what occurred during the event.

The following are examples of behaviors that, unless persistent and dangerous, will be addressed in the classroom by the teacher, and if necessary the parent will be contacted:

- Use of bad language, name calling, including racial slurs
- Minor fighting or pushing, instigating a fight among others
- Being disrespectful to adults and other students
- Inappropriate clothing
- Taking others' belongings

The following are examples of behaviors that are considered major offenses and will result in administrative and or police intervention:

- Improper touching (sexual)
- Threatening bodily harm
- Major fighting
- Selling drugs on campus
- Defacing school property
- Weapon on campus
- Severe harassing or bullying

These serious offenses may be followed up with district crisis intervention and or a district threat assessment.

f. Describe how you will meet the health mandates and the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.

We will utilize the District information systems such as the Integrated Student Information System (ISIS) and Welligent Computer System to collect student health information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will utilize the LAUSD District Nursing Services. The Mission of the Los Angeles Unified School District Nursing Services is to strengthen and facilitate the educational process by improving and protecting the health status of children and by identifying and assisting in the elimination or modification of health-related barriers to learning. Students with Chronic Illnesses will be provided appropriate care as identified in their IEP or Section 504 Plans in coordination with their primary care physician.

g. Describe how you will meet the nutritional needs of all students..

We will utilize the LAUSD Food Services Division to offer every student a quality breakfast and lunch. The Food Services Division strives to provide students with the nutrition they need not only for each school day, but also to help them form healthy lifetime habits. CRES #17 will work with parents to assure that Federal Meal Applications are completed so that students that qualify for free or reduced-priced meals are serviced.

4. Assessments and School Data

a. **Educational Goals and Metrics**:

See Acountability Matrix in Appendix L

b. **Student Assessment Plan**:

Entry Level Assessments:

CRES #17 will take a proactive approach and assesses all students at the beginning of the school year (or upon admission if they enter after the school year has begun). They are tested using publisher-designed and/or school-designed tests and core assessments in order to measure basic literacy (phonemic awareness, phonics, fluency, vocabulary and reading comprehension) and math skills. These entry level assessments are necessary to plan for early intervention opportunities for students who may be at-risk of not performing at grade level, as well as planning for enrichment activities for students who are proficient or advanced.

Monitoring Assessments:
Throughout the school year teachers engage in regular, on-going assessment of students using a variety of measures in order to ensure that assessment guides instruction. For instance, they administer publisher-created and/or teacher-created language arts and math chapter and/or unit tests.

Benchmark assessments are also conducted at regular intervals and core assessments are administered to track student progress throughout the year. Assessments may be administered weekly, monthly, and/or quarterly depending on the grade-level and subject matter. Students will also participate in self-evaluation during student-led parent conferences in order to help them assume more responsibility for their learning.

This information will be used to guide instruction and to make sure that major outcomes are met. If during the course of the year, students are at-risk of not meeting exit outcomes and promotion requirements, appropriate intervention is administered. This information will also be communicated to parents/guardians during regularly scheduled student-led parent conferences.

Summative Assessments:

Summative assessments include the CAT 6, California Standards Tests and end of the year publisher-designed and/or school-designed assessments. Students take tests at the end of the year to see how well they met exit outcomes. Teachers compare students' core assessments at the beginning of the year versus the end of the year. This shows student growth over time. Since assessment occurs throughout the year, there should be no surprises at this point. Overall school performance is measured using the Academic Performance Index (API), which is available in the fall.

State-Mandated Testing:

CRES #17 will administer all state-mandated tests.

Rationale for These Methods:

The above-mentioned methods were selected to provide a variety of measures that describe student achievement without having to rely on a single measure. The information involves both quantitative and qualitative measures that include standardized tests, publisher designed and school-designed assessments, core assessments, and teacher observation. No single measure can paint a complete picture of student achievement by itself, and that is why a variety of measures are used.

The school's administration will coordinate the collection, analysis, and reporting of pupil achievement data to school staff and to pupil's parents and guardians in order to utilize the data continuously to monitor and improve the educational program. For example, at the beginning of each school year, a parent meeting will be held to explain the school's results from the previous year's administration of state standardized tests (CST, CAT-6). This information will also be explained in the school's newsletter. Sharing this information helps parents understand the school's educational focus for the upcoming year so that they can better support the school's efforts (i.e., making sure their children read at home every day). Additionally, before each school year begins, analysis of test scores are part of the teacher professional development. Again, this helps the school set its curricular focus and professional development focus for the upcoming year, and it helps to ensure that there is instructional coherence throughout the school during the entire school year.

The different assessment methods selected ensure that the assessments guide instruction and that there are no surprises at the end of the year. For instance, since assessment occurs throughout the year, teachers can immediately implement new strategies or re-teach lessons based on their students' current assessment data. Additionally, students may be recommended for intervention programs (i.e., after school intervention, summer school) based on the results of on-going assessment data. Throughout the school year, parents are informed of their child's academic progress via report cards three times a year and Student-Led Parent Conferences twice a year. The Student-Led Parent Conferences require that the students play an active role in demonstrating grade-level skills they have learned and mastered to their parents as well as make the students accountable to their learning since they must also explain to their parents if they have not mastered certain skills yet. Student Success Team meetings are also held throughout the school year with parents if their children are having difficulty meeting grade-level standards.

Collecting longitudinal data allows the school to track the long-term progress of students over a period of time. This allows responsible parties to ensure that the academic goals of the school as well as those of No Child Left Behind are met.

c.   **Data Team and Instructional Team:**

CRES #17 will operate as a "learning organization." At CRES #17 teachers will teach for understanding. It is recognized that this approach will require sensitivity to student needs, timely information about individual and collective performances, and an appreciation for the often messy and nonlinear nature of learning and understanding (Bruce Wellman and Laura Lipton 2003) in Data-Driven Dialogue). Multiple opportunities will be provided during professional development for teachers and administrators to collaborate around instruction in order to provide the opportunity for them to make meaning of their collective efforts and collective results. In order for this to happen, data dialogues will be scheduled throughout the year so that there is systematic and cohesive review of data. Data dialogues will entail

looking at data and instruction (by grade level and whole school), strategy/interventions to be used with identified students, collaboration on goal setting (SMART goals- define) and assessments to be used to monitor and evaluate outcomes.

d. **Data Systems:**

We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE).

e. **LAUSD School Report Card:**

We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will utilize the LAUSD School Report Card to help families understand how CRES #17 is performing in a number of key areas like graduation rates, student performance on standardized tests, English learner progress, and how well connected students, parents, and teachers are with the school. The primary purpose will be to help families become true partners with the school to help our students succeed.

f. **Research and Evaluation:**

CRES #17 will implement all research and evaluation projects as required by LAUSD.

g. **Operational Goals and Metrics:**

The school will use LAUSD metrics to measure operational success. These include NCLB accountabilities to measure progress and use of the LAUSD Modified Consent Decree indicators to measure the progress of students with disabilities.

5. Professional Development Program

a. Professional Development:

In order to implement effective instruction and assessments, teachers need the necessary knowledge and skills to be able to do so. This occurs through their participation in professional development. High quality professional development involves creating collective efficacy (Bandura 1993) for staff members. Collective efficacy is seen as a group's ability to control what it does, set goals and meet its desired outcome. When teachers develop collective efficacy in their classrooms, it has been proven to make a difference in student achievement irrespective of the students' socio-economic status. Indeed the highest level of collective efficacy is fostered through mastery experiences. These are experiences that enable the learner to interpret the results of their actions and thus experience success at a given task that they engage in first hand. Ways that mastery experiences will be targeted and nurtured are by using the model posed by Drago-Severson (2004) in her book How Teachers Learn. Keeping the framework of collective efficacy in mind, the professional development model suggested here, adapts the following four leadership practices to the needs of CRES #17.

The model includes the following four leadership practices that will be adapted to the needs of CRES #17:

- Teaming/partnering with colleagues in and outside of the school
- Providing teachers with leadership roles
- Engaging in collegial inquiry
- Mentoring

Teaming allows teachers to work together and learn from one another. Analyzing student data together, sharing of ideas and practices, and engaging in decision making encourages teachers to grow and learn in a safe environment. Teaming decreases "teacher isolation", encourages pedagogical innovations, builds leadership, and promotes growth in the learning organization. Next, providing teachers with leadership roles allows them to learn and grow from the experience. The beneficiary of the teacher's knowledge and expertise is the school when teachers are allowed to share power and decision making ability. Teachers are challenged to learn and by so doing they develop skills in data collection, decision making and problem solving. Teachers can see their leadership capabilities as they are able to implement their ideas and problem solve issues. Additionally, collegial inquiry or "reflective practice", involves learning and listening to one another and allows teachers to reflect on values, assumptions and connections through a dialogue process. This allows for teachers to engage in the following: public discussions, private reflections, collaborative goal setting and evaluation, and conflict resolution. Finally, mentoring allows for self development by partnering with someone else to learn from other's experience, expertise and the other's thinking.

The processes that will be used to engage teachers in this endeavor have already been introduced in the School Culture and Climate Section and they will appear again in the Professional Climate Section.

As the aforementioned leadership practices are put in place, teachers will engage in problem solving practices that are part of or RtI² framework involving problem solving. This would allow teachers to review and analyze data and determine an appropriate intervention for students in order to meet the student needs. This may entail reflecting upon the instructional practice and engaging in collaborative interactions that will be fostered through the use of the strategies that are part of the problem solving process in the District's RtI² framework.

We will work to ensure that the professional development that our partners, UCLA School of Music, Monk Institute, and Harmony Project, will be providing to the teachers in the area of music is well coordinated and cohesive to ensure success.

b. **Teacher Orientation:**

New teacher meetings, at least once a month, would include pairing teachers with experienced and successful teachers to coincide with our mentoring and teaming professional development. Since the professional development plan considers the "different ways that adults make meaning of what they learn" new teachers would receive appropriate and meaningful sessions to grow professionally.

Central to the professional growth of new teachers will be the development of collaborative groups around "The Adaptive School" work of Robert Garmston and Bruce Wellman (2009).

As teachers are assigned to CRES #17, we will review their experiences to see if they would qualify to be a provider for BTSA (Beginning Teacher Support and Assessment). This will enable the school administrator to know who is available to work with new teachers.

The Local District 5 BTSA Specialist will work with the school to ensure new teachers are supported.

c. **PD Calendar** (See Appendix A):

d. **Program Evaluation**: Describe how the PD program will be evaluated to assess the program's success on an ongoing basis. Discuss how the program will be subsequently modified to support identified teacher needs.

Professional development will provide the teachers with the necessary collaborative skills that will empower them to "adapt" the instructional setting to the needs of the students. "The Adaptive School is about developing strong schools in which collaborative faculties are capable of meeting the certain challenges of today and the uncertain challenges of tomorrow (Robert Garmston and Bruce Wellman 2009)." This work is not about what others will do to support a perceived notion of what additional classroom/professional skills are needed in this particular context. Furthermore, this work aims to assure successful collaborative group because the staff of LAUSD will be interacting on a daily basis with that of Synergy Charter Academy in the CRES #17 setting.

The outcome of staff development is ultimately reflected in student achievement (Bruce Joyce and Beverly Showers (2002), authors of <u>Student Achievement Through Staff Development</u>). During evaluative sessions, the kinds of questions that will be posed, will focus on student achievement results, thus such as, "Did reading comprehension increase as a result of using specific comprehension strategies learned as part of the professional development?" will be asked. These types of questions would trigger the type of data to be looked at in order to assess the value of the professional development over the long term. Moreover, an ultimate goal of this type of data review is to enable teachers to eventually design their own professional development. Secondly, teachers will also be asked to keep journals. This Professional Development Journal is a space for teachers to record their reflections, successes, challenges and needs for future professional development. Journal entries might also include the strategies they have tried with students and what the success rate of the strategies has been based on analyzed data.

6. Professional Culture

a. **Professional Culture**:

The professional culture at CRES #17 will nurture collective efficacy and collaboration by incorporating and building upon the work of Garmston and Wellman's (2004) book titled <u>The Adaptive School</u>. The idea that the book is designed to help develop collaborative groups makes it a natural for use with students and parents therefore many of the strategies used in the book will be implemented with our entire school population. The school and its staff will work in an environment that has as twin goals 1) developing organizational capacities and developing organizational capacities; and 2 that are developed through five energy sources: efficacy, flexibility, interdependence, craftsmanship, and consciousness. These goals drive Four Group Member capabilities, Four Hats of Shared Leadership which require Maps and Lenses, Seven Norms of Collaboration and Strategies and Moves. This will all result in the "Collective Responsibility for Student Learning" (p.1-sourcebook). The book "addresses the process aspects of schooling (e.g., culture, community, communications).

The idea that the book is designed to help develop collaborative groups makes it a natural for use with students and parents therefore many of the strategies used in the book will be implemented with our entire school population.

b. **Evaluation:**

In this culture of collaboration and increased collective efficacy, the teacher evaluation process would be one that is also collaborative. The teacher and administrator would work on a plan of evaluation and agree to the intended outcomes.

Bradshaw & Joyner (2002) looked at literature on teacher evaluation on identified criteria that would include feedback & linking the evaluation to school goals. The following guidelines taken from a research brief from the Principals' Partnership would be used at CRES #17.

- Various sources of data on teacher performance would be used. These would include classroom visits, which over time would give a sampling of classroom behavior, lesson planning, sample of student work, and portfolios.
- Giving feedback to the teachers that is timely and tied to agreed upon outcomes.
- Fostering teacher reflection on their own instruction and facilitating learning through professional development.

The Standards for the Teaching Profession would be used as a guide and the current evaluation forms use by LAUSD will be reviewed and adapted to meet the needs of the school.

c. **Feedback:**

To achieve the goal of having a culture of teachers, teaming, engaging in collegial inquiry, and mentoring one another, teachers would interact with one another in ways that would involve visiting each others classes and providing positive feedback to one another. These peer visits are not evaluative; rather, they provide feedback that has been agreed upon prior to the visit by both teachers.

Administrators would also be supportive and engaged in providing feedback to teachers. Their feedback will be based on varied data including classroom observations, teacher conversations, student work, assessment of goals achieved. The teacher would refer back to the Staff Development Journal for

information that he/she could share with the principal. Feedback forms will be reviewed and agreed upon for use by teachers. The administrator's feedback form would also be reviewed by teachers and conversations as to its use will bring clarity of purpose.

As teachers experience the supportive environment they work in and trust is built, teachers themselves will be the creators of self-efficacy. In short, the teaching community at CRES #17 will build the collective efficacy that will create a cycle of success and achievement for all of the students.

7. Serving Specialized Populations

a. **Specialized Instruction:**

Response to instruction and intervention(RtI^2) refers to the three tier approach to instruction beginning with Tier 1 - school-wide preventative services; Tier 2- strategic interventions; and Tier 3- intensive interventions) that are preventative and serve individual student needs "at-risk" of not meeting grade level standards and those with learning disabilities.

The six critical elements of RtI^2 are universal screening, measurable definition of problem area, baseline data prior to intervention, establishment of a written plan detailing accountability, progress monitoring and comparison of pre-intervention data to post-intervention data for efficacy. The tiers are differentiated by a progressive degree of intensity, duration and group size.

Using this researched based strategy for all students, including students with disabilities, CRES #17 school will:

- Ensure all students, including students with disabilities receive effective core instruction and intervention in the Least Restrictive Environment through comprehensive monitoring and collaboration between General Education and Special Education staff.
- Provide students with disabilities access to core instruction and intervention in all special education programs
- Implement the COST and or SST process to integrate all special education service providers including, psychologists, related service providers, special education teachers, school-based Mental Health professionals into the planning and coordination of instructional services
- All instruction will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; and ELD/SDAIE techniques will be infused into all teaching.

i. Explain how the proposed school will implement and monitor the special education process including assessment, IEPs and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.

The LAUSD Special Education Policies and Procedures determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review.

The school will ensure through the COST Team that the policies and procedures as identified in the steps below are maintained:

Step 1: Referral for Assessment When a student is referred for assessment for services by a parent or guardian, a teacher(s), other school personnel and community members. Within fifteen (15) days [and not counting school vacations greater than five (5) days] of the receipt of a referral for assessment, a written response will be mailed home from the school. Should the school determine that an assessment is not necessary a written notice of this decision will be sent to the referring individual. When it is the determined by the school that an assessment is appropriate, an Assessment Plan will be mailed home requiring a parent's signature, authorizing consent. The District has sixty (60) days, [not counting school vacations greater than five (5) days], to complete the assessment and hold an IEP) meeting.

Step 2: The Assessment: The assessment involves the gathering of information about the student to determine whether he/she has a disability. If appropriate special education services and supports are suggested.

Step 3: Development and Implementation of an IEP: After the student has been assessed, an IEP meeting will be held. At this meeting, the IEP team discusses the assessment results, determines whether the student is eligible for special education services, and develops an IEP to offer a free and appropriate education, (FAPE).

The parent will receive a copy of the IEP and has the right to agree or disagree with any part of the IEPs through Due Process. The school is required to get a parent's consent to the IEP before a student re receive any Special Education services.

<u>Step 4: IEP Review</u>

The academic and Special Education Services and supports are reviewed at least once a year. Every three years a comprehensive re-evaluation of the student's progress is conducted.

The school will utilize the District's Welligent Web-based system and LAUSD Special Education Policies and Procedures Manual to monitor special education compliance in the areas of timelines, service delivery and implementation of the IEP.

ii.   Describe how the proposed school will provide a free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities and students with disabilities age 18-22 at secondary sites.

The primary focus of Least Restrictive Environment (LRE) is to allow special education students to participate in the general education with adequate support to achieve educational benefit.

Models range from collaborative consultation between general education teacher and Special Education teacher on a continuum through intensive instruction within the special day class.

The relationship between general education and special education is based on the premise of shared responsibility. Part of this shared responsibility includes the implementation of accommodations, modifications and supports that are outlined on a student's IEP. Placement in the LRE will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services will be provided to meet each student's needs. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others.

Grade level meetings and all professional development will integrate general and special education teachers. Content of these sessions will include best practices and strategies for accommodating instruction to meeting the instructional needs of all students, including students with disabilities.

iii.   Describe how the proposed school will provide extended school year services to eligible students with disabilities.

All students who are eligible for special education and related services must be considered for Extended School Year (ESY) services, however federal and state rules and regulations do not require that every student with a disability receive ESY services.

The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might other be lost over an extended break.

If the student qualifies for ESY through the IEP process and it must be documented on an IEP.

Extended School Year services will be provided by the LAUSD, Division of Special Education.

iv.   Explain how the proposed school will identify and meet the needs of English Language Learners and Standard English Learners, including curricula and instructional strategies/practices to accommodate this group in a way that is culturally relevant.

Through assessments (diagnostic, periodic assessments, teacher designed and innovative assessments) and the review of assessment data, teachers will be able to identify the needs of English Learners and Standard English Learners. The English Language Development component will be imbedded in English Language Arts. Additional time of 30 minutes in English

Language Arts has been identified to meet the needs of English Language Learners and Standard English Learners. By using the four identified District strategies listed on the previous pages and found in the appendix, and by providing literature and music that is culturally appropriate to our student population, we will be able to accommodate these students in a way that is culturally relevant.

b. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues.

In order to meet the needs of students in at-risk situations, including low achievement, poverty, behavioral issues, truancy, drugs, sexual identity and emotional issues, we will build trust among students, parents and teachers so that students and parents will know that we are here to support them and they can feel welcome in reaching out for assistance from the school. Strong communication will allow us to be able to reach out to students and provide them with guidance to outside agencies for support if necessary. Teachers will have all pertinent information related to resources available in the school, the District, and the community. Training on how to deal with sensitive and confidential issues will be provided to all staff members so that everyone can be treated with respect and dignity. Through scheduled home meetings, whereby a teachers will schedule meetings at the home of a parent for parents in his/her class, the school will have the pulse of what may be happening in the lives of the students. The Coordinated Services Team (a team that may be comprised of the administrator, school psychologist and nurse) would be involved in addressing the immediate needs of students in the aforementioned groups.

8. Family and Community Engagement Strategy

a. **Identification**:

Local District 5 currently supports 15,438 students in the southern part of our district. The population in this area is of low socio-economic with approximately 98% of the students who attended these schools participate in the free/reduced lunch program. Most of the students we serve are English Learners whose native language is Spanish. A small percentage of students (approximately 10%) are African American students who may be considered Standard English Learners. Therefore, we know that the community we will serve will have a high percentage of people who speak a language other than English and who may be at the poverty level of income as per the 2000 census. The educational level varies with most of the population having an elementary level education. Furthermore, the Local District 5 Organization Facilitator and our Psychiatric Social Worker are familiar with our schools because they have been called to provide guidance and assistance in the areas of mental health programs and stress management to families in need.

The assets in our community include a rich multicultural background, a desire for a better life and a cooperative spirit that is willing to work with the school. As part of this School's of Choice Process, meetings in the community were held to ensure that Local District received feedback and input from parents and community members as to what their expectations are for CRES # 17.

At times willingness to engage with the school's mission may not transfer to attendance at school events because many of our families work more than one job. Nevertheless, we anticipate that parents will attend events when the students are showcased or educational materials are provided. In the past, Resource Fairs have been well-attended and reflect the desire of the community to have more knowledge about resources they can access. The violence and criminal activity have more knowledge about resources they can access. The violence and criminal activity present in our community has

created bonds of cooperation and empathy for neighbors; accordingly, the school is seen as a hub of resources & safety. Another asset is the jazz music history in the Central Avenue area. This was once the home of many well known musicians such as Thelonious Monk and Buddy Collett, who played in neighborhood clubs. Indeed, there are teachers in our schools who grew up in the area and have returned to serve.

Churches and places of worship are important in the community as are Newton Police Station and various agencies such as All Christian Peoples Agency and A Place Called Home.

As part of this School's Choice Process, meetings in the community were held to ensure that the Local District received feedback and input from parents and community members as to what their expectations are for CRES #17.

b.   **Family and Community Engagement:**

In the book, Beyond the Bake Sale-The Essential Guide to Family-School Partnerships (Henderson et al., 2007), the authors note that "when parents become involved at school, they tend to become more active in the community." They also go on to state that "the more the relationship between the families and the school is a real partnership, the more student achievement increases." With that in mind, CRES #17 would ensure that the following occurs to create the best partnership between the families/community and school:

Creating a welcoming and open environment where parents and community members are respected is the first step. All school personnel will be courteous and friendly. An inviting parent center with up to date publications, computer access and aesthetically pleasing area where workshops and meetings are held will be provided.

Teachers would engage in activities that would allow them to assess their own beliefs related to community involvement and how the conversations they have with parents can be more like, "Let's work together on a work habits plan so that your child is able to get his/her work done", instead of "Tell your child to do all of his work in class."

Teachers would come in before school opens to join in an activity where they are provided with maps and asked to walk the community. This would enable them to get to know where their students live and what they encounter every day to and from school. Teachers will walk into local businesses and introduce themselves and ask about the community.

The office staff will be trained to welcome visitors and offer information with a smile and in a positive manner. Information for parents will be easy to read and to follow and personnel who can assist parents if there are questions will be identified.

Parents will be sent home letters before school starts so that they can attend an orientation meeting where they will walk the campus, receive a schedule of the school day and engage in a run through of a typical day at school. They will be able to meet the child's teachers and ask questions. Parents will be better able to prepare their children for the opening of school and will feel comfortable knowing the school is there to support them.

Parents and teachers will learn about the difference between dialogue (to understand) and discussions (to make decisions) as they also learn and use the seven Norms of Collaboration (pausing, paraphrasing, putting inquiry at the center, probing, placing ideas on the table, paying attention to self and others, presuming positive intentions from the Adaptive Schools Model by Garmston and Wellman (2009). The first week a parent and teacher meeting will be set up to find out what parents and teachers expect

from the students and from each other. This will be based on the Parents and Teachers Talking Together developed by the Pritchard Committee for Academic Excellence in Kentucky.

And parents meeting and talking early on, we will set ourselves up for building trust and respect. This will foster open communication and ongoing dialogue and discussions where everyone's ideas are considered and goals are set in a positive atmosphere.

Surveys will be sent out to find out what they best time for meetings is for the parents. Meetings will be held at the most convenient times and may be rotated to ensure all parents can participate. Other surveys will be used throughout the year to give the school timely feedback on how it is addressing the needs of the parents. Parents will also complete the annual Experience Survey for Parents.

Back to School events, Family science and Math Night as well as musical concerts and performances will be designed and coordinated to provide learning and enjoyment for the entire family and community. In a school that emphasizes music, events will be held year-round to offer all students an opportunity to display their talents. These events would include, the winter holiday program, the celebration of Latino Heritage Month, Black History Month, spring and Open House programs, College Awareness activities, and end of year (culmination) events to name a few. Parents will also be invited to the many student recognition activities that the school will host to honor the effort and achievement of the students.

The principal will hold meetings with parents to inform them of programs at the school and for the mandated council and committee meetings. Other meetings, less informal, would be "Coffee with the Principal, which would allow parents to just meet and talk to the principal without the formal procedures used in the other meetings.

Teachers will work with parents and ask them to have "Home Meetings" where other parents from the classroom would be invited to attend so that the teachers can discuss homework , vocabulary or would provide parents with information on tips for a parent-teacher conference. Teachers by grade level can decide what day of the week to contact parents and appraise them of their progress. Notes home to parents will be written in a language they understand and in a way that conveys facts and is non-judgmental.

Parents will be provided with lists of community resources where they can be provided with information on tutoring, after school programs, counseling, and other services. Agencies that provide supports to the Community agencies will be invited to present information to parents on the role they play in supporting those who live in the community. Translation will be provided for parents who do not speak English.

c.   **Key Community Partnerships:**

The partnerships with CRES #17 will include the City of Los Angeles through the support of Councilwoman Jan Perry and the following community agencies and universities (see Appendix B).

Monk Institute – This well known entity will provide professional development for teachers on music instruction and the connection of history and jazz in grade 5. This will have a direct connection to the mission of vision of the school as it relates to high quality jazz instruction.

Harmony Project – This project will allow students to have afterschool instruction by trained teachers and professional development for teachers on music instruction. The involvement of the Harmony project will support the school's mission/vision.

Little Kids Rock – This organization will provide afterschool music instructional and the guitars used to play the music. They will also provide professional development to teachers on music instruction.

UCLA – The UCLA School of Music will provide research and music education via UCLA music students, volunteers/tutors during the schools day. The university will also help to evaluate the music program and its impact on academic achievement. The support of the university is directly aligned to the mission/vision of CRES #17.

L.A. City Jazz Festival – Through the Los Angeles City, the school will be involved in the Los Angeles City Jazz Festival that takes place every year.

All Peoples Christian Agency – Will partner with the school to provide information and resources to parents on workshops, classes, and counseling in the community.

Other potential partners include the following:

- Educational Institutions- Natural History Museum, California Science Center, LA Zoo, Watts Towers, Getty Museum, Skirball Center, Peterson Automotive Museum, Inner City Arts, Wood Craft Rangers, Los Angeles County Art Museum.

- Cultural - African American Museum, Mercado La Paloma.

- Recreational - Exposition Park.

- Political – Congresswoman Jan Perry, Congressman Xavier Becerra

- Religious – St. Phillip's Episcopal, St. Patrick's Catholic Church, St Joseph's Catholic Church, St. Stephen's Catholic Church.

- Social Services – Via Esperanza, Department of Social Services, A Place Called Home, The Children's Collective, Inc.

- Los Angeles Child Guidance Clinic

- Kedren Community Health Center

- Children's Institute International

9. School Governance

a.   School and Advisory Organizational Charts:

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. CRES #17 will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, CRES #17 will follow the Education Code regarding the formation and operation of the School Site Council. The selected school principal will be supervised by the Local Distict.

10. School Leadership & Staffing Plans

a.   **Leadership Team Capacity:**

This plan was developed by way of a shared vision with the communities of South Los Angeles. The writing of the plan was completed by Celia Ripke, Elementary Director, Local District 5 and Cristopher Ziegel, Assistant Superintendent, Local District 5. Due to the co-location, consultation was made with Randy Palisoc, Chief Achievement Officer and Meg Palisoc, Chief Executive Officer, of Synergy Charter Academy.

b.   **Staffing Model:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. District staffing norms will utilized.

c.   **Compensation:**

CRES #17 will utilize LAUSD's salary schedule, benefits package, health benefits and lifetime benefits.

d.   **School Leadership:**

CRES #17 will be looking for a candidate that embraces the mission and vision and meets all of the LAUSD requirements of the job class, Principal-Elementary (see Appendix J). The CRES #17 principal has not yet been selected.

The position of principal for this school will be announced and filled based on existing LAUSD policy. Based on the co-location with synergy Charter Academy, particular attention will be made to identify a candidate that can work collaboratively. In addition, the applicant should be able to embrace and support the "Jazz" theme of the school.

e.   **Leadership Team beyond the Principal:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. Based on the projected enrollment of 310 students, it is anticipated that CRES #17 will operate as a single administrator school.

f.   **Recruitment of Teaching Staff:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. Staffing will be completed in alignment with existing LAUSD Collective Bargaining Agreements. Selected staff will be supported as outlined in Section 5. To date, no staff has been selected.

11. Operations (This section may be updated by the Workforce Stability Taskforce)

a.   **Internal Applicants:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. We will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

b.   **External Applicants:**

NA

c. **Master Service Agreements:**

NA

d. **School Operations Experience:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5.

e. **Operations Start-up Plan:**

As an internal applicant, CRES #17 will operate as a small school from within LAUSD and supported by Local District 5. We will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

f. **Operations Plan:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. We will continue to utilize LAUSD operational services.

12. Finances

a. **Funding:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. We will receive funding via LAUSD's transparent budgeting process (based on student ADA).

b. **Budget Narrative:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. Expenditure of funds during the initial year will be consistent with the stated mission and vision of the school. In future years expenditures will be aligned with the single Plan for Student Achievement. Partnership support for the jazz theme of the school will be enhanced by way of external funding.

c. **Financial Controls:**

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. The Financial Manager and support staff of Local District 5 will be utilized to assure compliance with all District guidelines and policies. In addition, categorical funding will be utilized in alignment with district policy.

13. Facilities

a. LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.

As an internal applicant, Central Region Elementary School #17 will operate as a small school within LAUSD and supported by Local District 5. CRES #17 will utilize facilities per LAUSD policies.

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