PART 1: EXECUTIVE SUMMARY

a. Assurances: Local District 2 of the Los Angeles Unified School District (LAUSD) is submitting this application to open and operate Valley Region Elementary School (ES) #9 as a public school. The Local District Superintendent agrees to and certifies the following:

Not for Profit: Local District 2 is part of LAUSD and is not a for-profit organization or entity.

Student Enrollment: Valley Region ES #9 will provide a free, nonsectarian, public education for all students. The school is located in Van Nuys and will open with approximately 630 students, Pre-Kindergarten-fifth grade. Local District 2 intends to enroll the requisite number of students from the impacted campuses of Kittridge Elementary School, Hazeltine Elementary School and Van Nuys Elementary School. All students coming from the designated overcrowded schools will be served first and foremost.

Student Composition: The student composition at Valley Region ES #9 will reflect the student composition of the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English learners, standard English learners, Students with Disabilities, and foster care placement). The students from the three feeder schools are predominantly Hispanic or Latino, English learners, socio-economically disadvantaged, and participate in the free/reduced price breakfast and lunch program. Valley Region ES # 9 will be a public community school designed to contribute to and benefit from the community in which it is placed. As such, students will be drawn from the community and therefore reflect the composition of the community.

TABLE 1. Demographic Information of Student Population for the 2009 – 2010 School Year

FEEDER SCHOOL DEMOGRAPHICS							TOTAL OF ALL FEEDER SCHOOLS	
	Kittridge ES		Hazeltine ES		Van Nuys ES			
Student Ethnicity	#	%	#	%	#	%	#	%
African American	8	1.0%	24	2.6%	16	2.3%	48	2%
American Indian/Alaska Native	4	0.5%	3	0.3%	1	0.1%	8	0%
Asian	26	3.1%	26	2.8%	13	1.9%	65	3%
Filipino	0	0.0%	0	0.0%	0	0.0%	0	0%
Hispanic	658	78.3%	834	89.0%	652	93.1%	2,144	87%
Pacific Islander	3	0.4%	1	0.1%	0	0.0%	4	0%
White	141	16.8%	49	5.2%	10	1.4%	200	8%
Language Classification								
Limited English Proficiency	480	57.1%	527	56.2%	362	50.1%	1,369	55%
Reclassified Fluent English Prof. (RFEP)	90	10.7%	76	8.1%	90	12.5%	256	10%
Initially Fluent English Prof. (IFEP)	79	9.4%	161	17.2%	109	15.1%	349	14%
English Only	150	17.9%	141	15.0%	84	11.6%	375	15%
Socio-Economically Disadvantaged								
Free/reduced price breakfast/lunch	840	100%	820	87.5%	611	87.3%	2,271	92%
Special Education								
# with Active IEPs	95	11.3%	101	10.8%	101	14.4%	297	12%

Source: LAUSD Decision Support System Database. Statistics are calculated using data for the 2009 – 2010 school year.

Valley Region ES #9 will follow LAUSD's admission policy and enroll all students from overcrowded schools. The school will not discriminate against any student or employee based on ethnicity, gender, national origin, sexual orientation or disability. All stakeholders will implement the school attendance plan to motivate students to attend school daily and on time.

Fiscal Solvency: Valley Region ES #9 will rely on budgetary allocations from the Los Angeles Unified School District. All budget and financial statements will be provided to the school by the Los Angeles Unified School District. No outside provider exists for this school.

Special Education: Valley Region ES #9 is part of the Los Angeles Unified School District. The school will continue to work with the district's special education division to ensure compliance with the modified consent decree.

_____   _____

Alma Peña-Sanchez   Date
Superintendent, Local District 2

b. Student Population: Local District 2 understands the needs of students that will be attending Valley Region ES #9 and has had success in serving students with similar demographics. Under the supervision of Local District 2, the API at all three feeder schools increased by 269 points in the last five years. Also, the AYP in all three schools has increased in five years in English Language Arts by a range of 11-26% and in Mathematics by a range of 12-25%. (See Appendix #2 for pie charts and line graphs on Superintendent Cortines' Accountability Areas) From 2007-2008 to 2008-2009, 40 of the 58 schools under the supervision of Local District 2 showed positive growth on their API. Local District 2 schools scored in API "Bands" (divisions of 100) in the following distribution:

Table 2: Number of Schools in each API Performance Band

API Performance Band	# of Schools
600	7
700	35
800	14
900	2
TOTAL	58

(See Appendix # 3 for line graphs on Superintendent Cortines' Accountability Areas)

c. School Vision: Valley Region ES # 9's vision is that all students in Pre-Kindergarten-fifth grade will achieve mastery of the California standards in all content areas, with an emphasis in mathematics, science and technology. Students will develop effective communication skills, and be able to problem solve through innovative inquiry and project-based learning. **High levels of student engagement, service to community and the use of research-based access strategies throughout the curriculum will provide students with the critical foundation to ensure that they will become lifelong learners who are college-prepared and career-ready.**

School Mission Statement: Valley Region ES # 9's mission is that all stakeholders will work collaboratively to provide a high-quality, standards-based curriculum with an emphasis in mathematics, science and technology in a supportive, safe learning environment using community service, and inquiry/project-based learning. As a united force, the school staff along with parents, community and partnership members will analyze student data on an ongoing basis to provide all students timely targeted instruction to ensure that they reach proficiency in all content areas.

School Philosophy: Valley Region ES # 9's philosophy is grounded in the belief that the school is an integral part of the community. Accordingly, parents, community and partnership members will support the school in the decision-making process on budget expenditures, school and parent-education activities, as well as the implementation of the school's vision, mission and philosophy. Students will provide service to the community as part of their inquiry and project-based studies. The staff and partnership members will provide guidance, inspiration, and expertise to promote a culture in which students are given authentic, rigorous tasks to allow them to become increasingly responsible for their own learning.

A "Day in the Life" of Miguel, a student at Valley Region ES #9:

The following narrative comes from Miguel, a fictional student at Valley Region ES #9, a public school in Van Nuys, California. The school is composed of approximately 87% Hispanic students 2% African-American, 3% Asian and 8% white students. Approximately 55% of the students in the school are English learners. 92% of students received free or reduced price meals and approximately 12% are Students with Disabilities (SWDs). One of the major strengths of this school is its ties with and connections to the surrounding community. Students and community members benefit from the mutual relationship of respect and service established as part of school's mission. Miguel's narrative won the "Day in the Life" contest at the school, in which all students were encouraged to participate and give a detailed description of a day in their life as a Valley Regional ES #9 student. When declared the winner, Miguel's name and narrative was published in the Parent/Community Newsletter and he was treated to a special lunch with his parents, teacher, principal and community mentor.

My name is Miguel and I am in 3rd grade. On Monday, I arrived at school at 7:00 a.m. and was greeted by the principal, Ms. Gallo. She welcomed me to school and asked me how I was. As I walked into the school I tapped the sign "Get Your Head in the Game" to remind me to do my very best and work as a team with my classmates. Then I went to the cafeteria, ate my breakfast and got in line to go to the yard. Ms. Gallo took me to the yard and on the way we played the school's "game of knowledge" using multiplication facts. Once on the playground, I got in line with my classmates and my teacher, Ms. Fitzgerald said good morning and greeted each of us with a high five. Then I went up to the assembly area and Ms. Gallo gave me the "caught being good" box and prizes for the Monday raffle. I sang the song, "Get Your Head in the Game" along with the rest of the students and teachers. I threw basketballs to the other students to motivate them to do their best. Ms. Gallo asked us if our heads were in the game, and we chanted back that they were. We said the chant to remind ourselves to do our very best, work as a team, and believe in ourselves.

When I walked into the class, I tapped the "Get Your Head in the Game" sign, took the draft of my research project on wild plant life and placed it on the table. Then, Rosa and Kevin went next door for ELD time. Ms. Fitzgerald told us we were going to learn to create complex sentences in ELD that day and why we had to learn it. I read the ELD objectives with the teacher and other students. To help us, Ms. Fitzgerald modeled what a simple sentence looked like and showed us how to add a phrase to make the sentence complex. Then she had us practice by asking us if we had a favorite dish and to explain why it was our favorite. I volunteered that my favorite dish was *pozole* because my grandmother made it for me every Sunday. Ms. Fitzgerald prompted me to say my sentence in a complex sentence and then she had us practice with our partners. My partner and I shared our sentence on the Elmo (document reader).

Next, Ms. Fitzgerald told us to look at the Concept/Question board and told us to read the unit investigation goals. She asked us to tell her which third grade reading standard we were working on. Then she made us think about vocabulary strategies so that we could find the definitions of the words that she had on the Elmo without using a dictionary. We get one point when we use the words on our own and double points when we use the vocabulary words in our investigation projects. Next, we browsed "The Boy Who Didn't Believe in Spring" and posted our clues, problems and wonderings on the classroom chart. We all read the story together and shared predictions, clarifications, and visualizations about the story. Ms. Fitzgerald sat us in a circle and asked us to think, pair, and share how we resolved the problems and wonderings that we had posted earlier. After the discussion, I went up to the Concept/Question board and posted a question that I had about how plants survive in the city. Ms. Fitzgerald gave us a standard for descriptive writing and told us to explain to her what the following standard meant: (2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.) I raised my hand and told the class that I thought that the standard meant that I had to use my senses to write a description. After the lesson on descriptive writing, I wrote the information in my Writer's notebook.

After recess, I returned to class and selected a "Math Problem of the Day" and manipulatives from the *enVision* box to solve with my team, the Bruins. After we finished we went to the Elmo and explained how we solved the problem. I listened and took notes on my graphic organizer while Ms. Fitzgerald modeled a lesson on algebraic equations. My team and I created our own algebraic equations and passed them around to another team to solve.

It was my class's turn that day to go to the computer lab and I was excited because Mr. Rodriguez, the computer expert was going to show us how to create a PowerPoint in the lab. I couldn't wait to learn how to create a PowerPoint, because I wanted to use it to present my project on "wild plant life" to my parents and my mentor at the Math and Science Night.

When I returned from lunch I went to the science lab and joined the other Bruins to select an experiment and materials needed from the Foss kit. Before beginning, I discussed my hypothesis with the team, explained what I thought the outcome of the experiment would be, and recorded it in my science log. Then, we did the experiment. I updated my hypothesis, wrote a brief report on the outcome of the experiment, and placed it in the box on the middle of the table. Mr. Holle, from CSUN, reviewed the experiment and hypothesis and asked me questions about my experience. I shared that my previous hypothesis was not totally correct, but that the experiment helped me clarify my thinking and what I learned with my team. Then, we went outside for Physical Education (P.E).

After school I went to L.A.'s Best and was greeted by Mr. Wright. I worked on my science fair project with some members of my team in the science lab. Mr. Wright helped clarify a few things about the project and answered some questions I had. Then, I went to the auditorium to practice playing my saxophone for the upcoming school concert. My mother picked me up at 5:00 p.m. Mr. Wright waved goodbye and reminded me to "Keep My Head in the Game".

d. Education Plan: The educational program at Valley Regional ES #9 will include a Professional Learning Community (PLC) that embraces academic success for all students through the use of a Personalized Learning Experience (PLE). **Students will be engaged in community service, inquiry and project-based studies** using a rigorous, standards-based curriculum with an emphasis in mathematics, science and technology. To personalize learning, students will be able to select their projects and partner with others interested in the same topics. **Each student will have a mentor, such as community residents or shop owners, city clerks, lawyers or justices, librarians, police officers, student teachers from California State University at Northridge (CSUN), students from Van Nuys High School, and someone from the school site to assist them.** Teachers will support students by drawing on their previous knowledge, understanding how they learn best, addressing their learning style, holding high expectations for every student, and being relevant and responsive to their cultural needs. Research has proven that student engagement through a project-based model has contributed to better student achievement and interest in school amongst the English learners and Students with Disabilities. **Research has also shown that service-oriented projects and connections to their community infuse students with pride in their surroundings and increased self-confidence. Building students' strength of character can act as a preventative measure against negative peer pressure (such as gang involvement) when students enter secondary school.** Teachers will work in PLCs (Pre-K-3 teachers and grades 4-5 teachers), to analyze authentic formative and summative student data, projects and performance goals to identify student needs and use the *Backwards Planning* strategy to enhance their delivery of instruction. Additionally, teachers will team teach for English language development (ELD), science, history/social science, health and the performing arts (art, music, theatre, dance, and media arts). For students at-risk, teachers will implement a "Response to Instruction and Intervention (RTI[2])" plan of action by identifying students in need of intervention, standards that need to be reviewed, and the most effective teaching and learning strategies to use. Tiered services will be matched to student needs and based on systematic progress monitoring.

e. Community Impact and Involvement: The community surrounding Valley Regional ES # 9 is situated in broader community of Van Nuys, surrounded by the city hall, superior court, library, and police station. Approximately 130,000 residents live in the community, the median household income of Van Nuys residents falls in the 10th percentile in comparison to other San Fernando Valley neighborhoods. 50% of the residents are Hispanic or Latino. The school will serve a total of 630 students initially, and will relieve the overcrowding from the neighborhood elementary schools Kittridge, Hazeltine and Van Nuys. Approximately 87% of the students are Hispanic or Latino, 2% are African-American, 8% are white and 2 % are Asian. About 55% of the students are English learners, and 92% of students are classified as Socio-Economically Disadvantaged (SED). 3% participate in the Gifted and Talented Education (GATE) program, 12% are identified as Students with Disabilities (SWDs), 92% of students participate in the free breakfast and lunch program, and 2% of students come from homeless families. **Valley Regional ES #9 is a new school and plans to work with the community to establish a school that will build on the social capital that exists within the community in order to: Establish a community resource center, build on community strengths, embrace diversity, share accountabilities for results, set high expectations for all, and foster strong partnerships. As part of this new partnership, Local District 2 has begun reaching out to the community for their input to engage parents, staff from feeder elementary schools, community, and partnership members in all aspects of the school proposal. (See Appendix #4 and #5)**

f. Leadership and Governance: The School Site Council (SSC) will be the leadership decision making body for Valley Region ES #9. This model was highly recommended by the **community**, because it allows for equity in the decision making process. The SSC will be composed of 50% of school staff, which includes teachers, the principal and a classified staff member, and 50% parents/**community**. The SSC will develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders, with the review, certification, and advice of the state-required advisory committees and other school committees. The purpose of the SSC is to oversee the implementation of the school's vision, mission, philosophy, educational plan, expenditure of the school budgets, and all decisions aligned with improving achievement for all students. In order to make the best decisions that improve student achievement SSC members will be required to possess the relevant qualifications or be trained in the following:

- Effective communication skills
- Parent-education activities
- Standards-based curriculum
- How to work as a mentor
- Inquiry and project-based learning
- Personalized Learning Experience
- Relevant and responsive to cultural needs
- Response to Instruction & Intervention (RtI²)
- Analyze student data (formative and summative assessments)

- SSC protocols
- **Community-based projects and service**
- Problem solving skills
- Research-based access strategies
- Professional Learning Community
- Backwards Planning
- Collaboratively work in teams and team teaching
- The Framework of Poverty
- Technologically literate
- **Character and self-esteem building**
- **Gang prevention**

g. Fiscal Plan: Local District 2 is seeking budgetary flexibility and autonomy for per-pupil budgeting. This autonomy will allow the school to leverage the maximum amount of resources to support the vision and mission of the school in the following ways: 1) additional common planning time for teachers to analyze data, refine instructional practice through lesson study and peer coaching/observation; 2) plan and prepare project-based learning tasks connected to mathematics, science and technology; **3) establish community connections and plan community service projects;** 4) reduce the current District teacher-

to-student ratio per classroom to further personalize the learning environment and maximize teacher-student contact.

PART 2: CURRICULUM AND INSTRUCTION

a. Curriculum Map and Summary: The scope and sequence of the proposed curricula for Valley Region ES #9 is aligned with the school's vision, mission and the California content standards. (See Part 1 Executive Summary section c. for the vision and mission statements). (See Appendix #25 for Scope and Sequence of all curricular areas) Valley Region ES #9 will provide a high-quality, comprehensive, coherent, and rigorous standards-based curricula with an emphasis in mathematics, science and technology for all students. **All students will be held to high expectations and will have the opportunity to take charge of their own learning through service to community, inquiry and project-based educational experiences.**

Teachers will use the following effective research-based strategies and techniques to provide a quality, comprehensive and rigorous standards-based curriculum for all students. (*Effective Teaching Strategies that Accommodate Diverse Learners*, Kameenui & Carnine, 2002):

- Provide clear expectations of big ideas and concepts- Clearly state and explain grade level essential standards in student language.
- Make linkages obvious and explicit- Clearly state how key concepts relate to each other and across the curriculum. Use visual displays to teach standards and concepts such as charts, diagrams, graphic organizers, thinking maps, and mind mapping.
- Connect to student's prior knowledge and interest. Ask questions, make comparisons, and relate topic to current and past events.
- Provide scaffolding to give support- Use verbal and written prompts to remind students of key points, physically assist students, and provide study or note taking guides.
- Use conspicuous steps and strategies- Follow specific procedures to solve problems or use a process. Use mnemonics (memory strategies) and explicitly teach students organizational structure of text.
- Review for fluency and generalizations- Give students many opportunities to practice what they learn (guided and independent), provide feedback on their learning, and provide multiple reviews of concepts and skills.

In addition, students will view learning as a lifelong process and partake in inquiry and project-based learning to help them organize their thinking and learning around projects. Inquiry and project-based learning allows students to pose questions or problems, problem solve, make decisions, and investigative activities. (Thomas, 2000). Students will work in teams to explore real-life problems and create projects and presentations to share what they learn. Research shows that this motivates students to learn, boosts cooperative learning skills, and improves test scores" (Staff, 2001).

Research shows that when students from diverse backgrounds, Students with Disabilities, and students that are economically disadvantaged, utilize technology when working with projects they move quickly to proficiency in all curricular areas. The following are six ways to enrich learning and motivate students to learn. (Lamb, 2004):

- **Excite**. Project-based learning brings meaning and excitement to classroom activities.
- **Enhance**. Technology can provide scenarios and interdisciplinary connections to enhance learning.
- **Engage**. Interactive projects, simulations, and what-if situations encourage students to ask questions and seek answers.

- **Experiment.** Technology can provide information and tools to help students identify problems, brainstorm ideas, discuss possibilities, test ideas, and draw conclusions.
- **Exchange**. Helps students reach out to the world through global communications. Participating in projects helps students exchange ideas, understandings, experiences, perspectives and interest.
- **Explore**. Technology can provide experiences by visiting places around the world through video or web-based images.

To personalize learning for all students and motivate them to learn, teachers will engage students in the selection of projects in the areas of mathematics, science and history/social science. Students will have the option to use technology to present their projects and/or the option of presenting via theatre, art, dance and music. Technology (such as computers, Elmos, flash drives, video cameras, etc.) will be supported in the classroom by the use of state of the art equipment that supports instruction (e.g., students will learn to use PowerPoint for their presentations, and Excel to create simple graphs and spreadsheets). (See Appendix #6 for a list of the software and equipment and Appendix #7 for student sample projects). Students will showcase and discuss their work at Back to School Night, Open House, and Math/Science Nights. Personalized learning will prepare students with the knowledge and skills necessary to be part of a competitive, global workforce and information-based economy of the twenty-first century.

Valley Region ES #9 will use the following research based, California state adopted & district-approved curricula, for Pre-Kindergarten-fifth grade, to teach the rigorous grade level standards:

English Language Arts (ELA): Teachers will use the *Open Court Reading (OCR 2002)* program and supplementary materials to teach California State's ELA grade level standards. The *Open Court Reading* program is a research-based program that has a long track record of success for all students[1]. It has various components, including systematic phonics instruction, reading comprehension and vocabulary strategies. Students learn to read, write, and communicate to build competence and confidence, close the achievement gap, and learn how to participate fully in society. To enhance the writing component of the ELA curriculum, *Write from the Beginning (WFTB)* will be used. The focus of *WFTB* is on early training in the essential criteria that is necessary for successful writing achievement beyond the primary years. *WFTB* will provide students with the knowledge and skills necessary to achieve proficiency in writing standards. It will provide teachers with age appropriate, instructional plans that scaffold the writing process. Students will receive at least two hours of daily instruction in ELA. Students in Pre-Kindergarten will receive instruction in the DLM Early Childhood program, which supports oral language development, phonological awareness/sensitivity, alphabet knowledge, and print awareness.

English Language Development (ELD): English learners comprise approximately 55% of the student population. English learners are those students whose first language was not English and who were tested upon entering LAUSD and were found to be not proficient in English. The ELD standards are the pathway to the ELA standards. English learners will progress through the ELD standards and attain proficiency in English as quickly as possible, allowing them to successfully access the core curriculum. Teachers will teach ELD standards using *Into English!*, the *ELD Practicum Enhanced Lessons,* and the *English Learner Support Guide.* Teachers will teach ELD for 45 minutes a day. Classes will be organized

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[1] *Open Court Reading(OCR)* includes instruction that addresses the needs of our student population. It contains essential concepts that research has shown are necessary for learning to read. The authors are leaders in educational research and experts on how children learn to read and read to learn. A comprehensive report by the National Reading Panel (2002) endorses the instructional model that Open Court Reading has used for nearly 40 years. Findings from students being conducted by the National Institute of Child Health and Human Development as well as conclusions from comprehensive reviews of beginning reading research, all indicate that effective reading instruction should include strategies found in OCR. The American Federation of Teachers (AFT) reviewed current reading programs and issued a statement called *What Works* that identified OCR as a program that incorporates research-based instruction and has classroom data to support its effectiveness.

by ELD levels; students who are classified as receiving English only instruction (IFEPs, EOs, RFEPs) will participate in Reader's Theatre during ELD time. Students will be pulled out only during ELD time.

Mathematics: Teachers will use the Scott Foresman-Addison Wesley *enVision Math program*, manipulatives, and supplementary materials to teach grade level standards. The program will provide a balanced approach to conceptual learning, problem solving, and procedural operations for students to achieve mastery of grade level standards. It will provide students with the knowledge and skills to solve meaningful, challenging problems; demonstrate both a depth and breadth of mathematical understanding; and perform both simple and complex computations and mathematical procedures quickly and accurately. Students will receive one hour of daily instruction through a hands-on approach and group work to solve a Problem of the Day. Students in Pre-Kindergarten will receive instruction in the DLM Early Childhood program, which helps students learn about classification and data collection, number and operations, geometry and spatial sense, and patterns.

Physical Education (P.E.): Teachers will teach the P.E. standards found in California's 2009 Framework for a minimum of 100 minutes a week. Students will learn the following:

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Team Teaching: Teachers will work together in Professional Learning Communities (PLCs) to develop daily schedules that include all curricular areas and minutes of instruction to provide equal access for all students. They will work collaboratively to design a team-teaching schedule for Pre-K-3 and 4-5 teachers, decide on who will teach each discipline based on expertise and design a schedule so every student has equal access to the curriculum. Students will receive instruction in science, history/social science and health three times a week in a specific area for 6 weeks, and twice a week in the arts for six continuous weeks. Service to community, inquiry and project-based learning with an emphasis on mathematics, science, and technology will be the focal point of each lesson.

All teachers will team teach for English Language Development (ELD) and will group English learners by ELD levels.

The PLCs will meet at least once monthly to analyze student data, determine strengths and challenges, identify student needs, identify at-risk students and their needs, plan appropriate instruction and flexible groupings for intervention.

Science: Teachers will teach the grade level state content standards in science and use the research-based Foss curriculum, to meet the challenge of providing meaningful education for all students and prepare them for life in the 21st century. In addition, teachers will use the science connection lessons found in OCR 2002. Students will receive a solid foundation and acquire basic knowledge regarding physical, life, and earth sciences, as well as learn investigation and experimentation skills from the Harcourt Science curriculum. The best way for students to appreciate scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own

inquiries, investigations, and analysis. In order to have a clear understanding, be able to investigate and engage in experiments, students will study one of the three areas of science for three weeks at a time. They will also visit the science lab every week to explore, investigate, and engage in experiments and projects. The school will investigate how to become a "NASA explorer school" to obtain funds and resources that will enhance instruction in mathematics science, and technology.

History/Social Science: Teachers will teach the grade level state content standards in history/social science and guide students in developing critical thinking skills using the Scott Foresman social studies program, as well as utilizing the social science connection lessons found in OCR 2002. Students will learn about history and make connections to people in the past, present and future. In addition, they will participate in designing classroom rules, maintaining a clean and safe school, leadership roles, implementing the *Six Pillars of Character* and creating projects around the concepts learned. The goal will be to expose the students to a deeper understanding of how they can contribute to a better school environment and society. **They will be engaged in a variety of service projects to develop civic responsibility and connection to community** (See Appendix #9 for *Six Pillars of Character*)**.**

Health: Teachers will teach essential concepts about health choices, nutrition, and physical activity. Students will learn interpersonal communication, decision making to enhance health, and goal setting. Lessons will also be taught on the prevention of alcohol, tobacco, and other drug use. Fifth grade students will learn about growth development and sexual health.

Music, dance, theatre, visual arts and media arts: In music, dance, theatre, visual arts, and media arts, students will participate in the discovery, learning, and practice of skills and concepts delineated in the state arts framework. **Students will engage in and express their learning through projects, experiences, and performances to be shared with the community.** Media arts will be taught in the computer lab. All classes will cycle through the lab, visiting one hour every week. Students will have opportunities to practice technological skills and apply them to other content area projects using their classroom computer during *Workshop* and other times as designated by the teacher. (See Appendix # 7 for sample of student projects and Appendix # 8 for list of project ideas)

Students will discover through regularly scheduled library visits that the library is a resource for acquiring a variety of skills, including reading, conducting investigations, and doing research. In addition to weekly scheduled class visits, the library will welcome students before school, during recess, at lunch and after school. **Upper-grade students, as part of their community service projects, will have the option before school, during and after school to sign-up to read with students or monitor others that need help with their projects.** Students will participate in a variety of engaging activities to motivate them to read that will help them in all curricular areas. For example, "Read across America" events, live author meet and greet "Author Days," Book Fairs, Parent and Grandparent day, and Dr. Seuss Reading Read-Athon.

(See section c. *Addressing the Needs of All Students*, for differentiated instructional techniques for all students, and students who need intervention. See section d. for *Accelerated Learning Strategies and Techniques*)

b. **Track Record of Proposed Curriculum:** All textbooks purchased for the classrooms will be selected from state approved and District adopted lists. LAUSD has a rigorous and highly detailed process of adoption that screens for the inclusion of grade level, state standards and culturally relevant content and context. The standards-based curriculum provides universal access and has been proven effective for all students. Research conducted on the use of this curriculum with similar populations demonstrates its effectiveness when taught as designed. (See section a.)

c. **Addressing the Needs of All Students:** Teachers will provide differentiated instructional techniques to support student learning. The techniques will be based on the analysis of student data to provide equal access to the curriculum. Teachers will assess students regularly in order to monitor progress and provide targeted instruction. In addition to the proven strategies and techniques identified in section a., the following research-based strategies found in the California Frameworks will be used (English language arts, math, science, social studies, history/social science, visual/performing arts):

Students with Disabilities:
- Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension
- Provide a safe environment which encourages students to talk and ask questions
- Use a wide variety of ways to explain a concept or assignment
- Provide tutoring before, during, and after school
- Allow students to show what they know in a variety of ways, such as projects, oral presentations etc.
- Provide students with disabilities the needed accommodations or modifications per their Individualized Education Plan (IEP).

English Learners (*Barriers to Meaningful Instruction for Els* Meyer, 2000; and ELA Frameworks for California Public Schools, 2004; Echevarria, Vogt, & Short, 2008)**:**
- Pre-teach, teach and re-teach essential elements of the lesson, such as academic vocabulary, background information, and language structure
- Create classroom conditions that foster learning by modeling, scaffolding, and helping students construct understanding
- Access prior knowledge to help students acquire new learning
- Use visuals and clues to help students understand new concepts
- Use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content
- Deliver direct, explicit, and systematic instruction in reading, writing, English phonology, morphology, syntax, grammar, and semantics to guide students in their learning
- Provide students with abundant opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect

Standard English Learners (SELs):
- Explicitly teach Standard English within the context of the lesson
- Use Thinking Maps to compare Standard English to Informal English
- Model the difference between grammatically correct and incorrect statements
- Provide opportunities for students to use Standard English
- Deliver culturally relevant and responsive instruction

Migrant and Homeless Students:
- Address identified needs based on the Family Questionnaire completed at enrollment. Design and implement an Individualized Response Plan.
- Provide a safe and trusting learning environment
- Provide case management to reach homeless and migrant students via the Pupil Service Attendance (PSA) counselor
- Train the school staff and parents on the Migrant Education Program and services for homeless children and their families

Students with Poverty:
- Create a safe and trusting environment

- Model concrete strategies for learning and appropriate behavior (Caine, 2000)
- Provide cooperative learning and shared decision making opportunities such as project-based learning (Kovalik and Olsen, 1998)
- Model ways to construct broader concepts from pieces of information
- Access prior knowledge to help students acquire new learning
- Make learning exciting and relevant
- Identify and address the learning styles of students (Brauldi, 2000)
- Use Thinking Maps and graphic organizers to help students organize, integrate and retain information (Fogarty, 1997)

Valley Region ES #9 will support the needs of all students through the utilization of the Response to Instruction and Intervention (RtI^2) framework. RtI^2 is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction and intervention that is matched to student need and directed by student outcome data from multiple measures. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards.

Because literacy skills are fundamental to student achievement, all students will be given universal screens at the beginning of the school year, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to detect student strengths and challenges.

(Tier 1) All students will receive quality core instruction (Tier 1). Teachers will provide high-quality, standards-based instruction using the curriculum with an emphasis in mathematics, science, and technology. Teachers will engage students using effective strategies and techniques as indicated in sections (a & b). 80-85% of students receiving Tier 1 instruction will be expected to reach proficiency.

(Tier 2) Strategic At-Risk Students: Students identified by universal screens or who fail to make grade-level benchmarks on ELA or math periodic assessments will receive Tier 2 differentiated instruction and intervention. Support for students will address targeted needs and the timely acquisition of concepts and skills. During Tier 2, teachers will work with identified students during *Workshop* for 20 minutes a day on targeted standards and skills. To provide additional assistance to identified students, teacher assistants will work with students under the guidance of the teacher in small groups. To monitor student progress, teachers will assess students using the assessments in the *Consortium on Reading Excellence* (CORE) every 2-3 weeks. All identified students will be expected to reach benchmark in targeted grade level standards after 6 weeks of Tier 2 intervention.

(Tier 3) Intensive At-Risk Students: Teachers will work with students identified as needing intensive intervention (Tier 3) either independently or in small groups for 40 minutes a day on highly focused instruction. Student progress will be monitored closely to evaluate the effectiveness of the instruction and intervention. Teachers will assess students on a weekly basis using the CORE assessments. Teachers will work with students on the specific skills identified on the CORE assessments. Teacher assistants will assist students under the direction of the teacher in the areas of need. In addition, student teachers from CSUN and staff members from *LA's Best* program will tutor students after school in identified area(s) of need. Students identified in Tier 3 will be expected to master the benchmark grade level standards after 6 weeks of intensive intervention.

d. **Accelerated Learning:** Students identified as gifted, (intellectually, by achievement, talented, or potentially gifted by their teachers) will be provided accelerated and enriched instruction during (Tier 1) instruction and during *Workshop*.

- Teachers in PLCs will enhance the curriculum to provide gifted students with high quality differentiated opportunities for learning and give them opportunities to make choices
- **Students will create or select their own projects, their own topics to research, and will present their projects and research papers to members of their community**
- Teachers will be provided professional development on making changes in the pacing, levels of complexity, and depth of instruction.
- A committee will be formed to review how to identify gifted and talented students, students with disabilities, diverse, racial, socio-economic, linguistic and cultural backgrounds, and prepare the paperwork to have the students assessed for intellectual ability, screened for academic achievement and talent.
- Teachers will provide an accelerated education that challenges students and keeps their interest in school and learning.
- Students will be arranged in flexible and strategic groups to have their educational and social needs met.

e**. Instructional Strategies:** Academic engaged time is a strong predictor of student achievement. To effectively engage students and address the needs of all learners, ELs, SELs, Students with Disabilities, students of poverty and gifted students, teachers will use the following culturally relevant instructional and research-based access strategies (LAUSD Language Acquisition Branch):

1. **Instructional Conversations-discussion-based lessons:**
   Students participate in interactive discussions and use complex academic vocabulary and language to convey ideas. Activities that lend themselves to classroom discussions are the following: Handing Off, Reciprocal Learning, Student Led Conferences, Think Pair Share, Pull Out and Talk/Write, group work on Concept Question Board and Clues, Problems and Wonderings.

2. **Cooperative and Communal Learning Environments:**
   Students work collaboratively and cooperatively to accomplish learning goals through community service, inquiry and project-based learning, readers theatre, science experiments, and research-based presentations.

3. **Advanced Graphic Organizers**:
   Students use Thinking Maps and graphic organizers to construct knowledge, organize thinking, visualize abstract concepts, and gain a clear understanding of content standards.

4. **Academic Language Development**:
   Students use academic language to communicate and write effectively. Academic language is acquired through explicit instruction, modeling, scaffolding and practice.

PART 3: SCHOOL CULTURE AND CLIMATE

a. Description of Culture: All stakeholders and community partners will work collaboratively to create an environment conducive to high academic achievement for all students. They will provide a safe, caring, and respectful learning environment to ensure that students have equal access to the curriculum and achieve to their fullest potential. Teacher-student relationships will be developed and every student will have a mentor to enhance and personalize learning (*Culturally Responsive Classroom Management Strategies*, Marzano, 2003). Quality instruction of the grade level standards and student engagement will be the key to student success.

To promote a positive behavioral and social environment teachers, will co-construct a clear set of classroom rules and social expectations with the students. Classroom behavioral expectations will be

explicitly taught. Students will be empowered to take responsibility for their own actions and to be an integral part of maintaining a safe, positive and inviting learning environment. Each year, an assembly will be held with each grade level to review the school's positive behavior plan and every student will sign a behavioral pledge. Parents will sign the behavioral pledge at Back to School Night. Classroom environments will reflect the diversity of students with the use of pictures, literature, and realia. The arrangement of the desks will be grouped for students to work together, share materials, and help each other.

Once a week at the start of the school day, teachers will teach the violence preventive curriculum, *Second Step,* and lessons on the *Six Pillars of Character* to increase students' social-emotional competence. Students will be engaged in a variety of activities to practice what they learn in the lessons. Students will share at weekly morning assemblies how to problem solve, incorporate in reader's theatre the *Six Pillars of Character*, **and participate in community projects to enhance the school and community relationships**. In addition, students will receive "Caught Being Good" tickets for modeling exemplary behavior that will be raffled for a prize at the weekly assemblies. Students with the most "Caught Being Good" tickets will be recognized on the Wall of Fame and at the awards assemblies. **Parents and community members will be invited to the awards assemblies. (**See Appendix #9 for *Six Pillars of Character*)

The school will have three assemblies a year to recognize students for academic and behavioral progress, academic excellence, attendance, leadership and citizenship. Attendance will also be recognized monthly to emphasize the importance of staying in school. When the school receives the CST scores, students that are proficient and advanced in English language arts and/or math will be recognized with a certificate and have their name and picture on the Wall of Fame.

Students will wear school uniforms to promote school unity, safety and improve academic achievement. **The use of uniforms will help students avoid negative interactions that might be caused by controversial t-shirts and other clothing**. Students will be expected to wear appropriate attire to optimize learning.

b. College-Prepared and Career-Ready: Valley Region ES #9 will prepare students to be successful in their future. Socially, **the work that students will do with the community will strengthen their communicating skills, broaden their sense civic duty, help them establish connections, and boost their self esteem**. Academically, students will be prepared to succeed on the California High School Exit Exam (CAHSEE) through the learning the California content standards. Students will participate in a variety of college-prepared and career-ready activities throughout the year. They will have opportunities to visit colleges to experience the college culture. The school partnerships, CSUN, and Project Grad, will provide speakers for parents, students and staff about how to motivate students to go to college. The school will embrace the theme "College-Prepared and Career-Ready" by decorating the rooms, hallways, and offices with different college and career attire. The school will have career week and invite staff from its partnerships and others from the community to present to students.

c. School Calendar/Schedule: Valley Region ES #9 will be on a traditional calendar of 180 days. (See Appendix #10 for school calendar) Teachers will design their daily schedules in PLCs to meet the needs of all the students. (See Appendix #11 for example of daily schedules) The school will provide 55,100 minutes of instruction to all the students and additional time to students at-risk. (See part 2 *Curriculum and Instruction* section a. for time allotted for core subjects and extra support) To provide additional time to students at-risk, intervention teachers and teacher assistants will be purchased to lower the teacher-to-student ratio. The school will structure the calendar to implement banking of instructional minutes throughout the school year to provide teachers with time for them to work in PLCs. The bell schedule for

regular, minimum, shortened, and PD banked days provides for the regular number of instructional minutes in all subject areas in K-5 grades.

d. Extracurricular Activities: Youth Services and *Los Angeles' L.A.'s Best* program will be provided for student's daily after school time, from approximately 2:30-6:00 p.m. The Youth Services program will provide one hour of homework support, team sports, and the arts such as, dance, music, theatre, and drill team. The students will learn social and team work skills through team sports. The *L.A.'s Best* program will provide one hour of tutoring for at-risk students, homework support, nutrition facts, readers theatre, science club with experiments, mathematics with emphasis on algebra, writers club and team sports. Students from CSUN and Van Nuys High School will tutor students at-risk or who need extra help after school as well. On banked-time days, counselors will provide students with counseling to address their emotional and/or social problems and teacher assistants will provide at-risk students with intervention. The Girls and Boys scouts will be provide after school extracurricular activities for the student's. The school will look for grants and community resources to provide enrichment for students who are unable to attend the after school programs.

e. Safe and Respectful Campus: Clear school and classroom expectations will be articulated and posted around the school campus to promote a positive, safe, clean, and respectful environment. The school will use positive management strategies to promote appropriate student behavior. The focus will be on catching students making good decisions. Students will be engaged in activities to keep the school clean through school beautification and recycling. **They will also be able to select community/school project-based activities with their families to promote school and community cleanliness, safety, and civic responsibility.** The student council will be engaged at the weekly assemblies in modeling appropriate student behavior. If a student has to go the principal's office, progressive discipline will be used. The school's approach to discipline involves using the *Conflict Management* protocol. Members of the student council and the staff will be trained in conflict management. If a student is having difficulty, they are to find a "conflict man" (known by the badges they wear). The "conflict man" will use the *Conflict Management* protocol to help the student solve the problem. If the student is uncomfortable with the outcome, they will work with a supervisory staff member using the same protocol, then if necessary to an administrator. The purpose of this structure is to mentor students on how to use conflict-resolution strategies but to provide administrative involvement when appropriate. Students will monitor their own behavior with the use of behavior pledges. Parents and community volunteers will participate in the school's Valet Program, before school and after school, to maintain school safety. Administrators and staff will supervise students in the morning, during recess and lunch, and at dismissal.

f. Health Mandates: A full time nurse will be available to provide health care to all students and give priority to students that are chronically ill, have IEP's, and 504 plans. The school staff will be trained on how to respond to chronically ill students and to provide adequate support for students that need extra assistance with emotional behavior. The resource coordinator will provide additional health services to students and their families. Referrals will be made for additional support to the Community Outreach Team. The Principal and/or Assistant Principal of Special Education (APEIS) will review any IEPs and 504 plans with the teachers to inform them on student needs. Valley Community clinic will provide medical, mental health, vision, and dental services. Mental will provide on-site mental health support services.

g. Nutritional Needs: The school will provide a free/reduced daily healthy breakfast and lunch to all students. In addition, *L.A.'s Best* and Youth Services will provide a healthy snack to students during the after school program. The resource coordinator and school nurse will provide grade level assemblies on healthy eating habits and exercise. The nurse will provide health screening. The resource coordinator and

parent liaison will organize a health fair and provide classes for parents and community members on nutrition, good health and exercise.

PART 4: ASSESSMENTS AND SCHOOL DATA

a. Educational Goals and Matrices: (See Appendix #12 for Accountability Matrix for the school's quantifiable achievement goals regarding CST scores, attendance levels, retention rates, number of behavioral incidents and progress on IEP goals for students with disabilities.)

b. Student Assessment Plan: The school will use multiple forms of assessments to measure student progress in English language arts, English language development, mathematics, science, history/social science, health, physical education, and the arts that are aligned to the state standards. See below for assessments. To establish a culture of continuous improvement, the students will be assessed throughout the school year on an ongoing basis to determine student needs, monitor progress and provide intervention to the students to assure mastery of the grade level standards. All stakeholders will be accountable for student learning.

Summary Table of Academic Assessments (See Appendix #13 for a detailed view of assessments, schedules, frequency, providers, and target grade-levels.**)**

Type of Assessment (Selected Assessments)	Frequency of Use	Rationale for the Selection
Universal Screening (DIBELS)	Beginning of the year and as students check in during the year	Determine literacy attainment and readiness
Diagnostic (CORE)	Following student identification with the Universal Screening	Specify areas of literacy skill challenges; link to research-based instructional practices around these skills; serve as progress monitoring for Tier 2 and Tier 3 interventions
Formative (SBI ELA/Math Benchmark; Focus assessments-SOAR; Math; Write from the beginning Writing Prompt, Math and ELA Periodic Assessments)	Every 6 weeks for four times	Identify standards and skills students have not yet achieved and which the teacher needs to focus on or reteach
Summative (CELDT, CST, Unit tests)	End of unit/semester/year	Identify what students have learned; report student progress to parents; identify areas in need of instructional or programmatic improvement

The teachers will develop SMART Goals (Specific, Measurable, Attainable, Reflect the Mission and Time) to improve student achievement and motivate all stakeholders to achieve the goals. The school will set specific goals for the following:
1. School wide and grade level essential standards from the CST
2. School wide API and AYP in ELA and math
3. Grade level and classroom essential standards from the periodic ELA/math assessments and school created standards-based assessments
4. School wide attendance and reduction of behavioral incidents

5. IEP goals for Students with Disabilities

The SMART goals will be posted around the school and in classrooms. Students will self-monitor their progress on essential standard goals, which will be identified at the beginning of the year using CST data, every 8 weeks following the beginning of the school year, students will be assessed to determine the essential standards needed. Each teacher will create a SMART goal bulletin board to help students monitor their progress on essential standards. Students will share with their parents their self-monitoring progress and the SMART goal bulletin board on the essential standards during Student-Led Conferences. (See part #8 Family and Community Engagement, section b.)

c. Data Team and Instructional Team: The school will establish a Response to Intervention and Instruction (RtI²) Problem Solving Team that will include members representing the following stakeholders: teachers, administrators, coordinators, data specialists and counselors. The team will ensure that teachers receive timely access to their data and arrange opportunities to discuss the data in their PLCs. Teachers will receive previous and current CST, SOAR, Periodic, CORE and CELDT scores. To maximize the effectiveness of instruction and intervention, students receiving Tier 2 services will be assessed every 2-3 weeks by the teacher; students received Tier 3 services will be assessed every 1-2 weeks to keep the intervention appropriate. Using the RtI² Problem Solving Process (identify the problem, analyze the problem, design and monitor the intervention, and evaluate the response to intervention) the team will review formative and summative assessment data (academic and/or behavioral) to inform instructional and professional development decisions. Working collaboratively, the team will collect data using the protocols embedded in the RtI² Problem Solving Process to create specific, observable, and measurable hypotheses in order to develop and implement targeted and viable interventions for students and/or professional development for teachers. Professional Development for teachers will include collaboration around the data and the targeted and viable strategies. The team will continually monitor the progress of interventions, using formative assessment data to drive the evaluation. As a result of the RtI² Problem Solving Process, the team will identify students that need Tier 2 and Tier 3 intervention on an ongoing basis. Intervention will be provided for the at-risk students in the specific areas of need. The programming will be flexible with the goal of exiting them when they master the benchmark standards. The teachers will be provided professional development on how they can make adjustments to the curriculum to meet the needs of the students.

d. Data Systems: The school will fully utilize the Integrated Student Information System (ISIS) in school operations in accordance with the LAUSD Modified Consent Decree. All teachers will utilize ISIS for attendance and their grade reporting records. ISIS will be used by the administrative and counseling staff to log, track, and monitor the progress of focus students and Students with Disabilities. All data entered into ISIS will be monitored and verified on a weekly basis. In addition to multiple measures, this data system will be used to inform the administration and/or RtI² Problem Solving Team on how to best address student needs. The RtI² Problem Solving Team will meet weekly to review student data, to monitor progress of the focus students, determine specific needs, and interventions.

e. LAUSD Report Card: The school will track all required information for the LAUSD School Report Card. Administrators will be responsible for disseminating to staff, teachers, parents and students the satisfaction surveys for the Report Card to measure their satisfaction with the school's academic policies and programs, culture, environment and safety. Survey results are shared with all stakeholders and used to inform and assess how well the school is responding to the needs of students and families.

f. Research and Evaluation: To continually inform and improve our best practices, teachers, staff and administration will regularly participate in research and/or evaluation projects administered by LAUSD and our partners—CSUN, LAEP, and Project Grad. Our RtI² Problem Solving Team and partners will

work together to collect, disaggregate, and disseminate the research and/or evaluation data to the staff, teachers, and parents in a timely and effective way.

g. Operational Goals and Matrices: Because we are a new LAUSD school, we do not need to show financial solvency. We will continue to work with the Special Education division to ensure compliance with the Modified Consent Decree. Valley Region Elementary School #9 will continue to hire NCLB Highly qualified (HQ) teachers for all teacher vacancies in core academic areas the school will work directly with the Personnel Specialist to fill vacancies as they arise with full HQ teachers.

PART 5: PROFESSIONAL DEVELOPMENT PROGRAM

The following proposal adheres to Article IX-hours, duties and work year; Article B-professional development; and Article XXVII-Shared Decision–Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreement.

a. Professional Development (PD): Beginning in the summer, the school will provide ongoing PD for the staff with an emphasis on analyzing student data to determine student needs and plan targeted instruction**.** Teachers will engage in PD on a weekly basis through PLC meetings and scheduled lesson study sessions. In addition, students will be dismissed 1 hour early on Tuesdays to allow teachers to participate in PD for an additional hour (banked time). To personalize PD for teachers, staff and administrators, the school will provide the following:

- School staff and parents will be surveyed on a regular basis to determine personal PD needs
- Every 7-8 weeks, teachers will meet in PLCs to analyze student assessment results and student work samples in all content areas in order to determine future PD needs
- Specialized PD will be provided to all staff on how to plan and teach California's rigorous standards with an emphasis in mathematics, science, and technology, community service, inquiry and project-based learning (*Backwards Planning*).
- The school staff and community resource coordinator will engage in PD aimed at building a cohesive team to strengthen the community school through team-building activities and community resource mapping
- All teachers will participate in lesson studies in identified areas of improvement, as determined by extensive analysis of student data results. Each lesson study will include refining teaching practices and strategies that maximize teacher-student engagement.
- All teachers will be responsible for organizing, planning and providing PD in their area of expertise.
- The school's partnerships, such as CSUN and LAEP along with content area experts will collaborate with the school's leadership team to help design and provide targeted PD for teachers and real-world community service projects for students.

b. Teacher Orientation: The induction program for new and existing teachers will include the following:
- An orientation to provide all teachers pertinent information on the new school's professional expectations, an overview of inquiry and project-based learning, effective delivery of the curriculum, and to assist with the transition to a new campus.
- A supportive and environment where new teachers will be mentored by experienced teachers. Mentor teachers will be selected by the principal and the leadership committee based on teacher experience in serving populations similar to the school, training experience, and content area expertise. The mentor teacher will be trained on effective peer coaching in order to provide new teachers with the guidance of peer-to-peer collaboration during lesson planning, lesson design, and lesson delivery. The mentor teacher will collaborate with administrators and grade level teams in setting student achievement goals and teacher PD implementation goals. Mentor teachers will be

required to observe their partner teacher at least 3-5 times during the school year to provide feedback and targeted assistance in the new teacher's area of need. Classroom observations will allow mentor teachers to collect specific data such as student response tally, teacher-student interaction, and/or scripting of student questions and responses. Data collection will be based on previously agreed upon goals set with the new teacher. Sample observation forms are included in Appendix #14.

- New teachers will have the opportunity to observe exemplary teachers on instructional practices, differentiation, classroom management, and instructional planning. New teachers will meet with mentor teachers on a monthly basis to discuss classroom observation feedback, student data results, sample work samples, lesson planning, program implementation and/or goal setting.
- New teachers will participate in two days of PD during the first few weeks of school and one day of training each month focused on topics such as: inquiry and project-based learning, academic rigor, backwards planning, differentiation of instruction for English learners, GATE and students with disabilities, culturally relevant and responsive strategies and research-based learning strategies.
- All teachers will have an opportunity to meet with the principal three times a year for the purpose of having ongoing reflective conversations regarding student data to determine targeted student needs and next steps.

c. PD Calendar: The school calendar, daily schedules and PD plan are aligned with the school's mission and educational plan. The PD calendar provides training for school staff that exceeds the traditional amount of time by 10-20 days. (See Appendix #15 for PD calendar, hours and days)

d. Program Evaluation: The effectiveness of the PD program will be measured by regular systematic data analysis of student results, monitoring of student progress towards learning and behavior goals, and analysis of feedback and data from classroom observations. Teachers will reflect on teacher instructional practices based on student performance in assessments and student work samples. The school's administration will conduct classroom visits to monitor and review implementation of key teaching and learning practices presented in the PD sessions. Teachers and administrators will collaborate in designing classroom observation forms that will reflect the school's academic, learning and engagement goals. Further methods for monitoring and ensuring accountability will be used in addition to the visits, such as reviewing lesson plans, PLC meeting summaries and acting as a participant in PLCs and grade-level or teacher-team meetings. The results of the classroom and program observations will be documented and provided to the teachers with the purpose of informing them of the effectiveness of the PD program.

Additionally, at the end of each PD, teachers will be given the opportunity to provide written feedback regarding the effectiveness of the training, to set goals in implementing new learning, and to reflect on the implications for their practice. Follow-up sessions with grade level teams and PLCs will be scheduled and organized to allow teachers to revisit training goals and classroom implementation design. The school leadership team will collect data on program implementation, analyze results, track progress towards the set goal, and design action steps to ensure complete and thorough implementation. PD plans and follow-up support will be revised based on teacher and student need. A PD calendar will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and topic materials, including PowerPoints, will be maintained as a record of all school PD sessions.

PART 6: PROFESSIONAL CULTURE

Valley Region ES #9 will adhere to Article IX-Hours and Duties and Article X-Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreement.

a. Professional Culture: All stakeholders will work collaboratively to improve student and adult learning. The school staff will analyze student data to determine decision making that will be met by consensus and focused on meeting the needs of students. During PD and Breakfast Club meetings, teachers will engage in professional readings and share best practices. They will also be encouraged to attend conferences and workshops in areas indicated in the school plan to enhance their delivery of instruction. Training will be provided for grade level chairpersons and any other interested staff members to lead the grade level meetings, provide professional development, and assist in implementation of new initiatives.

b. Evaluation: The principal will visit classrooms daily on unannounced visits throughout the year to observe student learning, the delivery of instruction, and evidence of the PDs. The principal will give each teacher honest, written feedback the day of the visit and oral feedback if necessary after school or on the following day. (See Appendix #14 for samples of observation forms.) Experienced teachers will be visited on a monthly basis. New teachers or those who are having challenges helping students achieve will be visited weekly to provide them with support and twice a year formally as part of their stull evaluation process. If after providing sufficient support and guidance such as conferences, observations, co-teaching etc., the teacher is still having difficulties, the principal will have a formal conference with the teacher including formal directives. Also, if necessary, a teacher will receive a "below standard" on his or her performance evaluation and if a new teacher is not competent, he or she will be dismissed. In addition, the principal will monitor other school staff on a regular basis, give them oral and written feedback, and if necessary conference with them to provide support and guidance.

c. Feedback: The principal will give teachers and other staff a confidential survey twice a year to determine school and professional needs. Data from the surveys will be shared with the SSC to address needs. The SSC will conduct a monthly review of the weekly feedback forms from the PDs to determine their effectiveness. The administrators will review the daily classroom feedback forms to determine if instruction and student learning is improving. The principal will share a summary of the observations, without teacher names, with the entire teaching staff to show transparency.

PART 7: SERVING SPECIALIZED POPULATIONS

a. The school will implement a Response to Instruction and Intervention (RtI[2]) problem-solving framework where high-quality, rigorous instruction and differentiation, data analysis, progress monitoring, and evaluation of results serves as a basis for the cycle of instructional improvement. Students attending Valley Region ES #9 will be screened to identify those at-risk of not meeting levels of proficiency using quantitative and qualitative data sources such as free and reduced meal applications, English Language Development (ELD) levels, formative assessments in core content subject areas, California English Language Development Test (CELDT), California Standards Test (CST), ELD portfolios, behavioral referrals, attendance and cumulative records, and teacher anecdotal records.

Teachers at Valley Region ES #9 will meet the academic and behavioral needs of all students through differentiation of instruction, by scaffolding the learning process and acquisition of content skills.

The following research-based strategies will be used to meet the needs of all students:

- Use District-mandated, research and standards-based curricula and intervention program
- Access and utilize research-based strategies, methodologies, pedagogies, realia, and culturally relevant strategies to teach the grade level standards and to promote student access to the core curriculum.
- Implement small group and one-to-one instruction in specific areas of need

- Teach students how to utilize research-based strategies so they can use them on their own and across the curriculum
- Support project-based learning with scaffolds to assist the students with the process and encourage the students to select their own projects. The students will work in teams and have mentors to assist them
- Write specific, clear and appropriately individualized offers of Free and Appropriate Education (FAPE) for each student
- Mainstream in age-appropriate classrooms and ensure that school climate and culture is inclusive and personalized for all students

Staffing and Parent Needs:

- Train teachers in implementing the District's mandated curriculum and RTI²
- Use Welligent reports, MCD Monthly Progress Reports, Timeline reports for Outcome 7, accommodations and modifications, service tracking logs to monitor school progress in meeting the needs of all students
- Provide regular parent workshops to address concerns such as academic needs, completing homework, and promote parent volunteerism to support at-risk students at the school

(See part 2 Curriculum and Instruction for how Valley Region ES #9 will meet the educational needs of the Gifted/Talented and Homeless student)

(See Appendix #25 for scope and sequence)

Students with Disabilities at Valley Region ES #9 will be served through the Least Restrictive Environment (LRE) model. To the greatest extent possible, Students with Disabilities will be educated with their non-disabled peers using all appropriate supports and services. Placement in a more restrictive environment will be provided only when the needs of the student cannot be met in the general education setting. All school staff will be trained to support students in the LRE. Valley Region ES #9 will provide a full continuum of placement options to meet individual student needs, while keeping students at their school of residence.

Valley Region ES #9 will implement and monitor the special education process using LAUSD's *Special Education Policies and Procedures* manual as follows:

- **Timelines**: Develop a process and system to monitor students with an Individualized Education Program (IEP) to ensure they are completed in a timely manner, following district, state and federal mandates
- **Parent participation**: Include parents in the IEP process and make and document appropriate attempts to include them. Provide parents with reasonable modifications and accommodations to attend the IEP meeting. Communicate all information regularly to parents regarding District-sponsored parent meetings, and other meetings concerning the social and academic progress of their children in meeting IEP goals.
- **Administrative roles and responsibilities**: Provide all appropriate staff members with a copy of the *Special Education Policies and Procedures* manual. Allot time for professional development, collaboration and planning between general education and special education teachers through grade level and cross-grade level team meetings to discuss the academic and social progress of students with IEPs toward meeting their goals.
- **Staff awareness and understanding of the implementation of Section 504 and Individualized Education Plans**: Ensure that all teachers and administrators know who serves as the designee for all Section 504 and IEPs, and how to initiate the referral process. Systems will be established

at Valley Region ES #9 to distribute Section 504 and IEP documents to all service providers responsible for providing services to students, while maintaining confidentiality.

Individualized supports and services for students: Supply students with access to core instruction and allow them to master content standards through multi-modal instruction, differentiation, and intervention support. Grant priority for students with disabilities when programmatic issues of classroom assignment, teacher assignments, and instructional program are finalized annually.

Classroom management and behavior supports: School wide and positive classroom behavior systems are in place to promote positive student behavior and foster a nurturing and inclusive school culture. Teachers will explicitly teach and model positive replacement behaviors and social skills, implement a systematic and consistent process for addressing behavior issues that consider the classroom and school environment, the level and intensity of instruction, and the curriculum that may impede students from accessing the core.

b. At-risk students will be defined as students who are not attaining benchmark proficiency on periodic, formative or summative assessments; not successful with socialization, behavioral or organizational skills; socio-economic status; transiency and poor attendance; not meeting benchmarks for proficiency to promote from one grade to next; below grade level proficiency in literacy and/or mathematics. The protocol for student identification of services will be through the Family Support Team. They will be responsible for reviewing student data to determine needs and monitor proactive strategies to support students. Parent, staff, teachers and community members can refer a student to the Family Support Team for review. The Family Support Team is comprised of teachers, administrators, support service providers, community school partners, and parents who examine individual student needs and data to determine appropriate services for the family and student including health and human services, nutrition, instructional interventions, and community school supports. To provide the Least Restrictive Environment for a student, the Family Support Team will recommend strategies and accommodations to use to the student's teacher and parent to assist the student in learning. Then, if further assistance needs to be provided, the team will meet to determine the next steps. This might include further assessments and or accommodations. If a student is assessed and qualifies as a Student with Disabilities, the Special Education process will be implemented.

Students with Disabilities at Valley Region ES #9 will be served through the Extended School Year (ESY): The ESY programs will be District-mandated and research-based to reduce the risk of regression during the summer break. The goal of the ESY program will be not to meet the IEP goals or to re-teach, but simply maintain what was previously taught. Extended School Year is provided to students based on the following criteria: 1) regression over time due to absences, such as periods of vacation during the school year; 2) inability to relearn material not retained over a period of time; 3) severity of disabling condition; 4) areas of learning critical to meeting IEP goals; 5) regression caused by interruption in educational programming or placement; 6) recoupment of learning following a period of interruption.

(See part 2 Curriculum and instruction section c. for the culturally relevant curricula and instructional strategies/practices that will be used to accommodate the ELs and SELs.)

PART 8: FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

a. Identification

The Community: The school community of Valley Region ES #9 is situated in the broader community of Van Nuys. Based on the 2000 U.S. Census Bureau data, the city of Van Nuys has approximately 130,000 residents in which about 50% are Hispanic or Latino. The median household income of Van

Nuys residents was \$36,245, which falls in the 10th percentile in comparison to other San Fernando Valley neighborhoods. Approximately 34% of the residents did not graduate from high school, and approximately 15% have college degrees.

Located in the heart of the San Fernando Valley, the Van Nuys community is surrounded by various government centers including a branch of the <u>Los Angeles County</u> <u>Superior Court</u>, Van Nuys police station, the Van Nuys offices for Los Angeles City Hall, Van Nuys State Office Building and a branch of the <u>Los Angeles Public Library</u> (*Los Angeles Times, Mapping L.A.*).

The School Community: Valley Region ES #9 will serve a total of 630 students and will relieve the overcrowding from the neighborhood schools of Kittridge Elementary School, Hazeltine Elementary School and Van Nuys Elementary School. Approximately 87% of the students are Hispanic or Latino, 8% are White, 2% are African American, 3% are Asian. Approximately 55% of the students are English learners. Although the school's Latino students may have similar customs and traditions, diversity exists within the Latino culture. Out of the Hispanic students, about 90% of the Hispanic students were born in the United States and 10% are immigrants from Mexico, El Salvador, Central America and South America.

With varying cultural backgrounds, students from immigrant families and students born in the United States bring differences in their approaches to education. "Research on the education of immigrants found that immigrants were less likely to attend high school (87 percent) than U.S.-born students (93 percent). Latino immigrants, especially those from Mexico, accounted for almost all of this difference. In 1990, only one in four Mexican immigrant youths between the ages of 15 and 17 were enrolled in school; Latino immigrants performed lower than other immigrant groups." (Vernez and Abrahamese, 1996)

Some researchers (First & Carrera, 1988; Igoa, 1995; Olneck, 1995) suggest that many immigrant families and their children are caught in a paradox. "They come to the United States to escape poverty and persecution, and to improve the general quality of their lives. In doing so, they often suffer deep affective losses of supportive networks and familial connections. The formal schooling of many of these children prior to immigration was sporadic and fragmented. After arriving in the U.S., some immigrant families experience frequent changes in residence, which interferes with the children's educational continuity. This geographical, cultural, and psychoemotional uprootedness can cause stress, anxiety, isolation, and insecurity. All these conditions can have negative effects on school achievement. Both immigrant and native-born students of color may also encounter prejudices, stereotyping, and racism that have negative impacts on their self-esteem, mental health, and academic achievement." (Gay, 2000)

In addition to diversity of the Latino culture, the school community serves parents with limited educational background. Approximately 40% of the students' parents do not have a high school diploma or equivalent, and about 37% graduated from high school. On the other hand, approximately 7% of the parents have graduated with college degrees. In addition, about 2% of the students are homeless.

In deriving the educational needs of the community, a series of parent and community engagement meetings were conducted to identify educational needs. Some of the needs that parents, community members and students have identified are:

- Quality education for every student as a priority
- Establishment of a safe, collaborative, friendly, and engaging school
- A location in the school where parents can go to while their children are at school
- Activities and workshops about how parents can help their children at home
- After school and vacation educational activities and events
- Parent education classes with topics such as computer literacy, grade level academic standards, adult English as a Second Language classes (ESL), volunteer programs at school, GED classes

and how to be involved in the school's decision making process. (See Appendix #4 & #5 for evidence of input)

Meeting the Needs of the Community: The strategic plan to address the needs of the school community is to establish a *Community School* based on models that have proven results in cities such as Chicago, Washington D.C., and New York City. Building communities in schools have proven to be an effective way to serve the needs of a similar population as that of Valley Region ES #9.

Valley Region ES #9 will use a *Community School* model approach. This model has been successful in meeting the needs of schools that have similar academic challenges and demographic make-up as that of the school. Studies have shown that schools with well-developed community schools showed increased student performance in standardized tests. For example, a comparison between Chicago schools with community schools and non-community schools showed that community schools have outperformed non-community schools by close to 8 percentage points in both reading and math standardized achievement tests (American Educator, 2009).

Research also shows that bringing the community to the schools can have a significant impact on increasing attendance and decreasing the dropout rate. In addition, using this model has led to greater parent involvement, increased community pride, and has improved behavior and youth development for students (American Educator, 2009).

8b. Family and Community Engagement:

Pillar in the Community: <u>The school's vision for engaging ourselves as a pillar within the community</u> is to establish a community school that will build on the social capital that exists in the community.
The community school will have these core set of operating principles:

- **Foster strong partnerships** – The school will establish partnerships with strong community organizations that have experience in adult and youth programs. The school and the partnerships will share their resources and expertise and work together to design programs and services that cater to the needs of the community.
- **Share accountability for results** - Clear, mutually agreed-upon results will drive the work of the school. Partners will be involved in the use of student data to measure progress toward results. Agreements between all stakeholders will be established in order to hold each other accountable for the results of the school.
- **Set high expectations for all** – The school's academic focus on the community service, inquiry and project-based learning model will be communicated to all students, parents and community members as a model that will support student learning. Children, youth and adults are expected to learn at high standards. Parents will annually sign a commitment pledge to support their child/ren's community service and inquiry/project-based assignments. Community partnerships will annually sign a commitment pledge of support to mentor students in project-based learning assignments and provide resources to the school community.
- **Build on the community's strengths** – The school will establish a Community Outreach Team that will organize the assets of the entire community -- including the people who live and work there, local organizations, and the school.
- **Embrace diversity** – The school will continue the grassroots effort of increasing an in-depth knowledge of the community. Ongoing training and support will be provided to students, teachers, staff, parents and community members to develop respect and a strong, positive identity for people of diverse cultural backgrounds.

Organizational structures: The school will unite the neighborhood by establishing a **Community Resource Center.** The center will focus on serving the needs of the family and community in order to meet the needs of the students. The Community Resource Center will function as a location where community organizations and parents can come together. The center will be a hub of the community, families, businesses, local government, higher education institutions, and community-based organizations. Services and resources will be provided to ensure that all children are engaged in rigorous academic experiences and enriching learning opportunities that help them see positive futures and achieve high standards. As part of the school's inquiry and project-based learning vision, students will contribute to their community by engaging in real-world problem solving as part of the core academic curriculum (American Educator, 2009).

A school **Community Outreach Team** will be established with the purpose of overseeing work of the Community Resource Center. The Community Outreach Team will consist of the principal, resource coordinator, community members, parents, classroom teachers, PSA counselor, counselor, school psychologist, and nurse. The team will work with the school's partnerships in order to focus on developing goals for enhancing community involvement, securing community resources, finding ongoing partners, and assuring that services provided are designed to meet the unique needs and interests of the community.

The Community Resource Center will be staffed with a bilingual on-site resource coordinator and a bilingual PSA counselor who will work with the partnership organizations in coordinating services that meet the physical, mental, emotional and academic needs of the students. The bilingual PSA counselor will focus on continual high student attendance by monitoring a 96-97% in-seat student attendance rate for all students. Along with the resource coordinator, the PSA counselor will organize and coordinate visits of students' homes and act as a liaison between the school, home and community.

Services to the community: The school will establish itself as a presence in the community through a variety of resources and services provided through the Community Resource Center listed below:

- The Community Resource Center will collaborate with each partnership organization to adopt and sponsor students in an entire grade-level to be engaged in a community service project. Each partnership will work with students at a grade level and serve as mentors in providing assistance in student based projects. Students and parents will work with partnership organizations by engaging in real-world problem solving projects as part of the school's academic focus. Projects will include: school and community beautification service projects, creating a college-bound school environment, hospital visitations to the elderly, recycling program and other community partnership projects.
- The Community Resource Center will conduct ongoing parent workshops and training on awareness of the school's academic vision such as: inquiry and project-based learning activities, English learner reclassification process, workshops on the California state standards, the school's use of formative and summative assessments, Gifted and Talented programs, high school graduation requirements, college graduation requirements, intervention services, and Special Education services.
- Along with partnership organizations, the Community Resource Center will host a variety of trainings and workshops that include: adult ESL classes, adult computer and technology training, GED completion courses, financial literacy, nutrition counseling, housing services workshops, high school and college preparedness, adult and youth career opportunities, and job preparedness skills.
- In collaboration with Valley Community Clinic, Friends of the Family Community Mental Health center, and Mission Community Hospital, the school will provide free health and dental screenings for parents, students and the community.
- Along with partnership organizations, the school will provide direct services to community such as: community health fairs, a 12-week walking program to increase physical activity level of adults in the

community, a 10-week family literacy development program, free healthy cooking classes, job fairs, and nutrition counseling.
- The school will establish a School Volunteer Program for parents and community members to work in the classrooms, school, Community Resource Center and various school events. Volunteers will be trained regularly and will be recognized by the school and partnership organizations.

<u>The process by which the school will solicit parental engagement and empowerment concerning the academic and non-academic needs of students are:</u>
- **Engagement with the Principal -** The school will have monthly "Engagement with the Principal" meetings for the parents and community to build relationships and engage in an inquiry and project-based learning activity on grade level focus standards. This personalized approach is a method of communicating the importance of parents as partners in every child's success.
- In the beginning of each school year, the principal and teachers will set high expectations for all parents by communicating the family's required involvement in family academic activities that will be organized in each grade level. Inquiry-based projects will be designed in the areas of math, science, history and social science.
- Teachers, administrators, parent volunteers, resource coordinator and staff will engage in daily face-to-face communication with fellow parents and community members to encourage volunteerism and parent participation in all school activities. A school valet program will be established where parent volunteers can interact with fellow parents to encourage parental involvement.
- Regular communication to parents and community that includes, but is not limited to: a monthly *Parent/Community Newsletter*, an interactive school website, informational displays, fliers, Connect-Ed telephone calls, the regular distribution of informational materials, daily interaction with parents, and an online calendar of events.
- The Community Outreach Team will conduct monthly visits to new and existing local businesses and organizations to encourage participation, sponsorship and involvement in school events and community service projects.
- The Community Outreach Team and the partnership organizations will design a quarterly Community newsletter to inform the community of the school's projects, events, fundraisers, and activities. The newsletter will also include advertisements and announcements of neighborhood news, events, and projects. Parents and community members may also sign-up to regular email updates of school and neighborhood events.
- The school will conduct parent surveys on a regular basis to determine the preferred types of workshops and trainings.
- Parents will be actively involved in the local school decision making, budgetary actions and all aspects of the school and curriculum, which affects their children's daily education. Training for all interested participants will be held on a regular basis. Parent representatives will be part of the composition of the School Site Council. In this capacity, parents will help design, implement and revise, the Single Plan for Student Achievement (SPSA), which is the driving force behind all instruction and decisions made at the school site. The parent involvement policy will be revised annually and will be a part of the SPSA.
- Parent representatives for the school site Compensatory Education Advisory Committee (CEAC) and English Learners Advisory Committee (ELAC) will be elected by the parents and advice the School Site Council on a variety of areas such as: the academic programs for English learner students, supplemental programs and budgetary actions.
- The Community Outreach team will hold monthly volunteer recruitment days where parents, teachers, students and staff will participate in recruiting parent and community members to volunteer in school events.

The structures that will foster the development of authentic, sustained, caring, respectful relationships among all stakeholders of the school are:

- **Personalized Learning Environment -** The school will provide a personalized environment for the students by providing each student with a mentor, engaging all stakeholders in Inquiry/Project-Based learning, and creating a professional learning environment. During school events such as Back-to-School Night, Literacy Night, Math/Science Night and Open House, parents will learn more about the grade level focus standards, student engagement in inquiry-based projects, parent/community engagement and collaboration amongst all stakeholders. Students will present their inquiry-based projects, research papers and Science/Medical Fair Projects at the Open House. Students will use technology to present their projects to parents.
- **Student Led Conferences -** During each reporting period, students will be engaged in a student led conference to communicate their current academic performance to their parent(s) and/or community. Students will show their inquiry-based projects, research papers, assessment results and writing portfolios. The teachers will be facilitators in the process.
- The Community Outreach Team and partnership organizations will develop "Customer Service" training for all stakeholders in order to be actively involved in creating a welcoming, caring and respectful environment for parents and the community. Visitors and guests will be encouraged to complete a survey to provide feedback on the service provided by the school staff and volunteers.
- The students will be recognized when their parents volunteer or participate in school events and projects by receiving a "Caught Being Good" raffle certificate.

8c. Key Community Partnerships: Community members will be included in the ongoing success of the school by their participation in the Community Outreach Team and their involvement in the community school. Under the *Community School* model, ongoing communication will take place with the partnership organizations. Quarterly meetings will be held to conduct data analysis to measure the progress of workshop, training and program implementation. In addition, analysis of all community outreach activities will be conducted to monitor the increase of parental and community participation in classes, workshops and events. Partners will also be involved in goal setting for training and workshop attendance on a quarterly basis. The partnerships will further the mission and vision of the school by sponsoring a real-world, inquiry-based community service projects designed by students at each grade level. The specific roles of the following partners California State University, Northridge (CSUN), Project GRAD, Los Angeles Educational Partnership, Mission Community Hospital, and Valley Care Community Consortium (see Appendix #16).

The role of key community partnerships throughout the first five years of the school are:

Year 1: The partnerships will create a core team of individuals who will work with the school in sponsoring a grade level in an inquiry and project-based community service project. In addition, partnership organizations will work with the Community Outreach Team to develop a community and parent needs assessment which will guide the design and implementation of workshops, trainings and services for all stakeholders. Partnerships will provide services and trainings according to the commitment pledge with the school.

Year 2: The partnership organizations will continue to sponsor the same cohort of students in a new grade level in creating an inquiry and project-based community service project. Partnership organizations will work with the Community Outreach Team to engage more businesses and organizations to sponsor school events. Partnerships will provide services and trainings based on needs assessment and according to the commitment pledge with the school.

Year 3-5: The partnerships will continue to sponsor the same cohort of students in an inquiry and project-based community service project. Partnerships will provide services and trainings based on needs assessment and according to the commitment pledge with the school.

Annual evaluation and data analysis of the efficacy of the partnerships will be conducted by the Community Outreach Team.

The due diligence conducted in the selection of the partnerships include:
- Background check of each organization ensuring that each partnership has at least 3 years experience in adult and youth programs
- Extensive research of the demographic and academic student data from area schools (middle and high schools) in order to identify programs and services needed by the community
- Consultation from principals of the area middle school and high schools to identify successful programs that are currently in place
- Meetings and panel discussions about the proposed services offered by the partner organizations
- Thorough review of proposals from potential partner organizations

(See Appendix #17 & 18 for the list of community leaders, groups, organizations and individuals that have pledged their support for Valley Region ES #9.

PART 9: SCHOOL GOVERNANCE

This proposal will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreement. In addition, we will follow the Education Code regarding the formation and operation of the School Site Council (SSC).

a. School and Advisory Organizational Charts:

The SSC will be a collaborative force made up of 50% parents and community members and 50% staff including the principal, teachers and other staff. Other staff includes classified personnel, administrative personnel, certificated support staff and itinerant staff. The SSC will reflect the school community, including all socioeconomic, ethnic and racial groups. They will be a decision-making council with a focus on improving student achievement. The intent of the Single School Plan is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards. The Single School Plan is based upon an analysis of state and school data. In order to make sound and relevant decisions, the SSC will review data from the periodic assessments every 7-8 weeks, school-created Standards-Based Instruction data every 12 weeks and CST data at the beginning and end of each school year. Staff and parents elected will receive ongoing training on the SSC policies and procedures. The SSC will use *Robert's Rules of Order*[2] and follow the Greene Act[3]. They will be empowered to oversee the implementation of the Single School Plan. To ensure that the Single School Plan is being implemented, the SSC will be responsible for communicating their decisions with all stakeholders in the weekly bulletin and parent/community newsletter. Also, they will be responsible for listening and sharing input from all stakeholders via surveys, needs assessments and conversations.

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[2] *Robert's Rules of Order* contains procedures loosely modeled after those in the United States House of Representative, altered as appropriate to be a fit for ordinary societies.
[3] The Greene Act of 1998 "requires the State Allocation Board to allocate to applicant school districts, prescribed per-unhoused pupil state funding for construction and modernization of school facilities, including hardship funding, and authorizes the board to allocate supplemental funding for site development and acquisition." (Senate Bill No. 13, Chapter 519)

The School Site Council will have the following roles and responsibilities:

- Develop a comprehensive Single Plan for Student Achievement (SPSA)
- **Ensure that the school is actively involved in serving the community through the instructional program.**
- Oversee the implementation of the curriculum and instructional practices that meet student needs
- Develop a budget aligned to the SPSA with the advice of the English Learners Advisory Committee (ELAC) and Compensatory Education Advisory Commitment (CEAC)
- Recommend Single Plan for Student Achievement and targeting the use of other categorical or supplemental funds to the local school board with the advice of ELAC and CEAC
- Engage in continuous planning, monitoring, and annual review of the plan
- Provide training programs for SSC members which includes meeting and operating procedures and annual review of bylaws
- Develop annual meeting calendar and approve professional development calendar

Selection /Election of Members:

Teachers and other staff (classified, teacher assistants or full time itinerants) can self nominate or be nominated by staff in their classification. The teachers and other staff will be elected through a secret ballot process. The principal is an automatic and active voting member of the SSC and is part of the 50% staff portion. At least two weeks prior to the elections, an orientation will be held to review the SSC election process, the SSC bylaws and the roles and responsibilities of the members and board members. At least two weeks after the orientation, the **community members** and parents will be elected in a secret ballot at the election meeting. **The elected community members, parents and staff will be qualified to make the best decisions that best meet the needs of students.**

Meeting Requirements: Meetings will be open to the public and posted 72 hours in advance, specifying date, time, location and the agenda describing each item of business. All meeting materials will be available to the public upon request. *Robert's Rules of Order*, *10th edition* will be used to conduct business. Therefore, the SSC must have a quorum to conduct business. An agenda and minutes will be provided as well as opportunities for discussion of the items. The Greene Act will be followed during the meeting. Consensus will be used to make decisions unless voting is necessary. It will be recommended to the SSC to create their own Bylaws according to Bulletin 4148.1 and norms for the meetings. (See Appendix #19 for bulletin #4148.1.)

Responsibilities of Committee Members:
Chairperson- Calls meetings to order, announces the business to be discussed, conducts the meeting according to the Bylaws, recognizes people who desire to speak, and makes sure motions are conducted correctly.
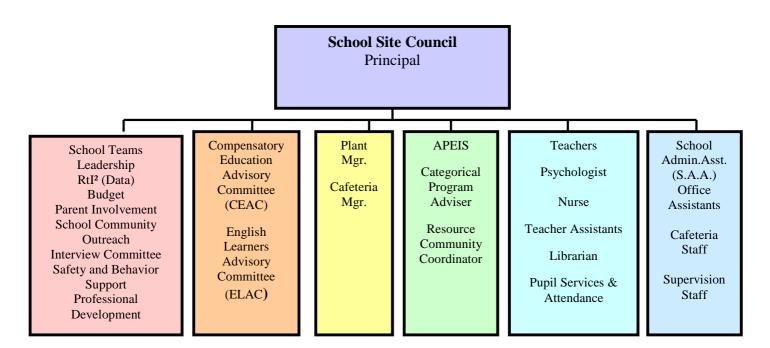*Vice-Chairperson-* Fills all responsibilities of the Chairperson in their absence.
Secretary- Takes minutes during the meeting and shares the minutes at each meeting.
Principal- Provides information and leadership to the SSC, is responsible for staff elections, proper functioning and implementation of the SSC and directs the school staff to implement the School Plan and monitors it in conjunction with SSC.

9a. School and Advisory Organizational Charts:
The purpose of the School Site Council (SSC), is to ensure the success of ES#9's unique vision and mission. This SSC will have the power to make policy decisions aligned with the school plan.

School Site Council
Principal

School Teams	Compensatory Education Advisory Committee (CEAC)	Plant Mgr.	APEIS	Teachers	School Admin.Asst. (S.A.A.)
Leadership RtI² (Data) Budget Parent Involvement School Community Outreach Interview Committee Safety and Behavior Support Professional Development	English Learners Advisory Committee (ELAC)	Cafeteria Mgr.	Categorical Program Adviser Resource Community Coordinator	Psychologist Nurse Teacher Assistants Librarian Pupil Services & Attendance	Office Assistants Cafeteria Staff Supervision Staff

PART 10: SCHOOL LEADERSHIP AND STAFFING PLANS

Valley Region ES #9 will adhere to Hours, Duties and Work Year, Transfers, reduction in Force/Reinstatement and Salaries as described LAUSD Collective Bargaining Agreements. In addition, the school will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

a. Leadership Team Capacity: Local District 2 is submitting the plan for Valley Region ES #9. The leadership team consists of the Local Superintendent, principals, directors, instructional experts in all content areas, classroom teachers, parents, community members and partnership organizations. (See Appendix #20 for resumes of the leadership team that wrote this proposal and that show a proven track record of success serving students of similar demographics.)

b. Staffing Model: Listed below are the academic and non-academic staffing needs for Valley Region ES #9 from start-up through year five.

Academic positions	Non-academic positions
1 Principal	1 Categorical Program Advisor
1 APEIS	1 Resource Coordinator
22 Register carrying teachers	1 PSA Counselor
1 Resource Specialist Teacher	1 Nurse
2 Intervention teachers	1 Psychologist
1 Performing Arts teacher	1 Counselor
12 Teacher Assistants	1 School Administrative Assistant (SAA)
8 Special Education Assistants	2 Office Assistants
1 Computer Instructional Aide	1 Plant Manager
1 Speech therapist	2 Grounds worker
1 Adaptive P.E. teacher	1 Cafeteria Manager
1 Deaf and Hard of Hearing teacher	2 Cafeteria workers
	6 Supervision Aides
	2 Youth Services staff
	10 *L.A.'s Best* staff

Teacher Assistants and Intervention teachers will be purchased to lower the teacher-to-student ratio to provide more instructional time for the at-risk students in areas of academic need. The school will provide IEP services through the bilingual APEIS, special education assistants and any itinerants that work with 29

the student with a specific IEP. As an LAUSD school, Valley Region ES #9 is part of the District's internal structure and therefore will be able to provide budget information following the release of the school's budget from the District.

c. Compensation: Local District 2 is submitting an educational plan to operate Valley Region ES #9. Therefore, as a Los Angeles Unified School District school, Valley Region ES #9 will continue to use current District guidelines and collective bargaining agreements regarding salary.

d. School Leadership: Local District 2 will select a highly qualified instructional leader as the principal of Valley Region ES #9. The principal will be the instructional leader and responsible for promoting the success of all students and their learning to achieve the outcomes as outlined in the school's vision and mission. The candidate will go through a rigorous selection process and will have to match the following characteristics and qualifications:

- *Knowledge of Instructional Practices:* Extensive knowledge and training on standards-based instruction, inquiry and project-based learning, technology, and research-based practices.
- *Leadership:* Leads in a positive manner, demonstrates integrity, sense of purpose and fosters teamwork and positive morale. Implement the educational plan and support the vision and mission of the school. Supervise and monitor the implementation and delivery of the intended curriculum. A visionary who is on the cutting edge of educational reform and fluent with current educational theory, practices and research.
- *Collaboration:* Responds and engages with families, partnerships, and community members to mobilize resources in further developing the community school.
- *Problem-solving:* Demonstrates ingenuity and/or creativity in solving problems or working towards results. Must have received extensive training on the RtI^2 model.
- *Follow-up and responsiveness:* Responds, initiates, changes or sets new priorities, and communicate the same to all involved; to ensure all tasks and projects are seen through to completion.
- *Extra-organizational sensitivity:* Perceives the impact and the implications of decisions on various ethnic groups; understanding of and sensitivity to various cultural and ethnic groups. Able to work with all students representative of the various sub-groups at the school such as At-Risk students, Students With Disabilities, Socio-Economically Disadvantaged, English Learners, Standard English Learners and GATE.
- *Communication:* Express ideas clearly and communicate verbally and in written context in an effective manner. Encourage continuous improvement of the delivery of instruction through ongoing feedback to all teachers and staff.
- *Decision-making*: Uses reasonable judgment on an issue under consideration resulting in a positive conclusion or solution. All decisions will be based on the analysis of student data to maintain a focus on improving student achievement.
- *Fairness-objectivity:* Directs and manages in a manner that is uninfluenced by emotion, assumption, or personal opinion.
- *Judgment:* Develops alternative courses of action and makes decision which reflects factual information; are based on logical assumptions; and take organization resources into consideration.

Step	Description	Timeframe/Deadline
Step 1: Advertise the position to all qualified candidates	On this day, the applications will become available to all prospective applicants.	February 2010
Step 2: Screen all applicants	A panel will review all applications and select the candidates to be interviewed.	February 2010
Step 3: Interview candidates	Prospective candidates will be interviewed by the Local District 2 team.	February/March 2010
Step 4: Selection of principal	A panel will select a highly qualified principal that meets the criteria.	February/March 2010
Step 5: Orientation and preparation for opening of new school	The Local District Superintendent will collaborate with the new principal to work in the implementation plan and preparing for opening of the new school.	March 2010

(See Appendix # 21 for a job description for the principal).

e. Leadership Team beyond the principal: The leadership positions beyond the principal will include the APEIS, Categorical Program Advisor, School Administrative Assistant (S.A.A.), Plant manager, Cafeteria manager, and Resource Coordinator.

The timeline for hiring the Leadership Team candidates is listed below.

Step	Description	Timeframe/Deadline
Step 1: Advertise the leadership team positions	On this day, the applications will become available to all prospective applicants.	March 2010
Step 2: Screen all applicants	A panel will review all applications and select the candidates to be interviewed.	March 2010
Step 3: Interview leadership team candidates	Prospective candidates will be interviewed by the principal and the Local District 2 team.	March 2010
Step 4: Selection of leadership team	The principal and Local District 2 team will select highly qualified candidates for each position.	March 2010
Step 5: Orientation/Training of leadership team	The principal and Local District 2 team will conduct training on the implementation of the school plan.	April 2010

Staff Hiring Criteria: Each candidate will go through a rigorous selection process and must have a proven track record of success serving students of similar demographics. Each candidate must have the capacity to successfully perform all tasks needed to lead the school. The candidate must display a strong ability to work collaboratively in developing a community school.

The job descriptions for all Leadership Team members are in Appendix # 22

f. Recruitment of Teaching Staff: The Leadership Team's strategy for recruiting, hiring and developing the school's teaching staff will be to focus on the potential teacher's proven track record of success serving students of similar demographics. The teacher will be interviewed and must demonstrate their ability to provide standards-based instruction for all students. In addition, teachers must show knowledge of inquiry and project-based learning pedagogy and culturally relevant and responsive pedagogy. The school will follow the LAUSD Collective Bargaining Agreements.

The timeline for recruiting, hiring and developing the teaching staff is listed below.

Step	Description	Timeframe/Deadline
Step 1: Advertise teaching positions	Outreach to interested staff from the relieved campuses.	April 2010
Step 2: Screen all applicants	A panel will review all applications and select the candidates to be interviewed.	April 2010
Step 3: Interview teacher candidates	Prospective candidates will be interviewed by the principal and the Local District 2 team.	April 2010
Step 4: Selection of teacher candidates	The principal and Local District 2 team will select and notify highly qualified candidates for each teaching position.	May 2010
Step 5: Orientation/Training of new teachers	The principal and Local District 2 team will conduct training on the implementation of the school plan.	2 weeks in August 2010

The candidate will be interviewed by the Leadership Team and will go through a rigorous selection process. Each candidate must meet the following criteria:

- *Effective Instructor:* Teachers will be selected based on their unique qualities and experience in conducting standards-based lessons in all subject areas.
- *Evidence of Collaboration:* Teachers will need to display their ability to work collaboratively with all stakeholders as a PLC to advance their skills, knowledge, and capacity as educators. Teachers must also demonstrate previous experience of working collaboratively with other teachers in a team-teaching environment for subject areas such as Science, History-Social Science, ELD and the Performing Arts.
- *Evidence of providing Differentiation of Instruction:* Candidates must present sample lesson plans, professional portfolio and student work samples that indicates the effective use of differentiation of instruction for English learners, students with disabilities, GATE and at-risk students.
- *Demonstration Lesson:* Candidates will be observed conducting a lesson in a classroom and must provide evidence of research-based instructional strategies and culturally relevant and responsive strategies during the lesson.
- *Highly Qualified:* Candidates must hold a Commission on Teacher Credentialing credential, certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold by state law. Out of state candidates will be required to meet the California credential standards within the time allocated by the State of California and the Commission on Teacher Credentialing.
- *Community involvement:* The candidate must display ability to work effectively with parents, staff and partnerships in support of the Community school and the Community Resource Center.

The anticipated experience level of the teaching staff will be 25% with 2 years or less teaching experience, 50% with 3-10 years teaching experience, and 25% with 10 years or more teaching experience.

(See Appendix #23 for the teaching staff job description.)

PART 11: OPERATIONS

11a,b,c,d,e and f: LAUSD will coordinate all operational functions and activities at Valley Region ES #9.

PART 12: FINANCES

LAUSD and Local District 2 will be responsible for generating all financial and budget reports for Valley Region ES #9. The District's budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs.

PART 13: FACILITIES LAUSD will provide facilities use agreement to be finalized by the Workforce
Stability Taskforce.