

**2014-
2015**

Los Angeles Unified
School District

**LOKRANTZ SPECIAL EDUCATION CENTER
LOCAL INITIATIVE SCHOOL PROPOSAL**

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LOCAL INITIATIVE SCHOOL PLAN

A. MISSION

Lokrantz School Community is a unique and dynamic integrated learning environment representing the highest educational standards. Educational opportunities are enhanced by a 21st century program of social integration, growth and learning experiences, enriched by the supporting arts, humanities, and social organizations.

B. VISION

Lokrantz School Community provides an outstanding educational setting and programs that offer excellence in academics, humanities and arts, through music, art and literature, as well as social integration and acceptance through daily collaborative programs integrating students of varying abilities. Our school community emphasizes the development of dignity, self-esteem, and mutual respect. We welcome a diverse population with parents, teachers, and administrators working collaboratively as educators.

- Humanities & Arts are woven into the core curriculum. Art forms such as music, drama, literature, dance and theatre will help to enrich the educational experience of all students.
- We intend to transform Lokrantz Special Education Center from a special education center to an elementary learning environment that welcomes both typical students and students with special needs.
- Lokrantz Center for Humanities & Arts(proposed name) is a school of choice through open enrollment.
- A nurturing school environment is created by all stakeholders including parents, certificated/classified staff, Administrators and neighboring communities.

As professional educators the staff of Lokrantz believes in....

- High expectations for all students
- Shared responsibilities
- Collaborative teams driving decisions to set future educational goals
- Acknowledging student accomplishments
- Examining issues of social justice through the arts
- Project based learning
- Lifelong learning preparations
- Education inspired and motivated through the Arts
- Improved self-esteem and cultural knowledge will help improve attendance and decrease suspensions
- Promoting social justice, social skills and social acceptance

C. SCHOOL DATA PROFILE/ANALYSIS

Lokrantz is located in the Mid-valley with a culturally diverse student population and serves the moderate to severely handicapped. We are a K-5th grade Special Education Center. 57% of the student population is economically disadvantaged. 70% of our population is Latino, 8% is African American, 6% is Asian, 4% Filipino and 12% White. Currently, over 56% of students at Lokrantz qualify for the free and reduced lunch meal program. Current enrollment is 109 students for 2013-2014. Enrollment within the last couple of years has declined due to the district efforts to integrate general education campuses by reducing the number of students with disabilities attending segregated settings.

Sven Lokrantz Special Education Center is a unique campus built in 1961 with a second building added in the early 70's. Both buildings were specifically designed for students with the most severe physical and cognitive challenges. Lokrantz Special Education Center was designed to meet the needs of students with multiple disabilities –orthopedic. There is a therapy pool on the campus which includes a Hubbard Tank, as well as an assortment of equipment supplied through Low Incidence funding to promote mobility. Currently, California Children's Services Medical Therapy Unit is housed on campus. This provides not only convenience for families, but the opportunities for Occupational and Physical Therapist to collaborate and cooperate in the educational /treatment of specific students.

There is a student library, and a technology/computer center open to teachers, students and parents. It is a wireless environment and has added electric outlets and internet outlets in each classroom. The buildings are well –equipped with large, accessible rest rooms that include changing tables, adapted toilets, and showers. There is a therapy pool on campus which includes a Hubbard tank for specialized hydro-therapy activities. Lokrantz potentially would be able to accommodate up to 360 students.

In addition to Lokrantz family community, Lokrantz maintains long-standing community partnerships with Zenith Insurance and the Masons/Shriners, Ride for a Cure, The fraternity Sigma Alpha Epsilon, and The Revitalize Reseda Neighborhood Council. Lokrantz has an outreach program, which invites students from elementary through high school age to come on the Lokrantz campus and interact with Lokrantz students. These schools include, The Country School, Heschel Day School, Louisville High School and Oakview High School. Lokrantz has formed the English Language Advisory Council, and the School Site Council. Parent Education is provided during the day. Workshops such as Occupational Therapy, Physical Therapy, Behavior, Deaf and Hard of Hearing, and Language and Speech are offered to parents on a regular basis. An interpreter and child care are provided. During the day, there are computer classes, and sign language classes offered for parents, all are facilitated by our Parent Resource Assistant.

ANALYSIS

Educational Service Center-North (ESC) hypothesizes growth potential of general education enrollment of which 60% will be English Language Learners (ELL)-based on ESC Data. We project that Lokrantz's general education enrollment will reflect the above sub-group data. Within the EL subgroup; 10% is likely to reclassify. Of the enrolled students, it is also projected

that 70% will be socio-economically disadvantaged (based on the School Report card from 2012-2013)

Why are we using these statistics?

- 1) ESC North is a fair indicator of students that will potentially attend Lokrantz.
- 2) By using the data from ESC North, we can project the changes in student growth and create objectives for Lokrantz.
- 3) There is no current data for Lokrantz for General Education as this school has historically been a Special Education Center for Moderate to Severe Disabilities.

ISSUES/CHALLENGES/IMPLICATIONS

There is an overall goal to increase student achievement across LAUSD. We will begin to look at the percentage of change that we would like to accomplish by looking at ESC North data. We are going to direct the school's focus on English Learners, Reclassification of English Learners and Socio-Economically Disadvantage students.

The focus of English Learners will be their advancement through the various English Language Development levels to achieve Reclassification. The District's Reclassification Rate is 10%. We hope to maintain and/or improve that rate of advancement through the following strategies that will take place both in the classroom and throughout the school by: Intervention in the classroom and after school, classroom support, Oxford Picture Dictionary, SDAIE strategies, best practices used in Special Education classrooms being applied to General Education Classrooms, Professional Development and Support through the knowledge and practical experiences of the Special Education teachers to be used as a resource for General Education teachers.

California English Language Development Test (CELDT) and the Communication Observation Matrix (COM) are excellent tools for developing strategies and pinpointing concerns for English Learner student achievement and advancement. This is a beginning point for program development. This will be achieved through District recognized CELDT preparation materials, Professional Development for teachers on the use and focus of the materials, and ELD curriculum planning through DATA analysis of results. Best practices through the CELDT preparation will also result in a higher percentage of reclassification of English Learners throughout all the ELD Levels.

Even though the focus and direction of the school will be with the EL student, the rest of the community cannot and will not be disregarded. Growth and achievement for all is to be maintained throughout the community. State and National testing and Common Core Standards will be addressed. Data from State determined assessments will be disaggregated to help identify

those students who are not at the Proficient or above level. This data will be used to determine strategies needed to address student needs. Additionally, for our moderate to severe population, data will be gathered from the annual goals and objectives met. This will provide an overall view of student progress. At the same time, the data will also be used to form Study groups for the teachers to formulate classroom strategies, areas of focus, and professional development to increase achievement levels. The school is in a unique situation with Special- Education teachers and resources (Unique, OPD, SANDI) readily available to create and maintain teacher Professional Development and mentoring for General Education teachers who may need support in developing strategies for students with specific needs, or guidance in breaking down lessons to reinforce skills that may be weak or lacking. Opportunities for teachers to collaborate, articulate, and analyze data will be given on designated days/times. During these designated times, students will participate in humanities/arts lessons and activities on a scheduled and rotating basis.

Conclusions of District data:

ESC North data shows that approximately 52% of students were Below Basic and Basic on the CST for 2012-2013 testing window and would benefit from a direct, focused intervention practices stated above in both ELA and Math.

English Learners data from the local district from CST for 2012-2013 shows that 1/3 of all EL students tested are Below Basic and Basic. This would be a focus of intervention.

30% of ESC North students are Socio-economically disadvantaged and are testing at a Below Basic and Basic level.

The Arts and Humanities would be a means of reaching this targeted group of students through various modalities and learning styles. Along with the humanities and art program, which is creative and multi-leveled, touching various modalities and thus able to reach students on variety of levels of interests and skill, Lokrantz will offer a smaller learning community (overall school capacity 360). Studies on the topic of *Attendance* and *school safety/suspension* show there are various benefits to smaller schools for student achievement, safety, and relationships among members of the school community. For example, a study by McNeely et al. (2002), found that smaller schools positively correlate to school connectedness. The following information supports the belief that students who are immersed in the humanities and arts benefit academically, socially, and emotionally. Research has shown that there is a positive relationship between arts/music programs and academic achievement.

United States Department of Education Study-

- In STEM driven era of education, access to humanities: history, social science, art, music, theater can be limited
- US Dept. of Education – children in US lacked instruction in arts
- Without humanities as a part of education students may not have time or resources to participate in art and music programs

- many elementary school children in US lacked instruction in arts STEM education focuses on training students for success in the technology-driven world; access to humanities can be very limited

American Academy of Arts and Sciences 2010 study commissioned by Congress

- The world has become more interconnected. The more you know about other cultures, the better you can function
- The global economy requires skills that workers can only get through studying humanities

11 Facts About Art in Education-dosomething.org

- Students who study art in education are four times more likely to be recognized for academic performance and three times more likely to be awarded for school attendance.
- Arts and music education are mandatory in countries that consistently rank among the highest for math and science scores like Japan, Hungary and the Netherlands
- Researchers find that sustained learning in music and theater correlates strongly with higher achievement in both math and reading
- In a study of high-poverty schools in Chicago, schools that participated in Arts’ partnerships made great strides in closing the gap between high and low income students in academic achievement
- Multiple studies have concluded that extra-curricular and curricular art studies and activities improve school attendance
- New brain research shows that skills not only does music improve skill in math and reading, but it promotes creativity, social development, personality adjustment and self-worth

L.A. Times “Fostering Compassion in Children”-Arlie Hochschild

- The emerging field of humanities centered learning promotes a curriculum of non-violence. Nonviolence through the humanities counteracts the dehumanizing mentality of violence. The core principle is that isolation leads to anger, which gives way to violent reactions and behaviors. A humanities program lead to the understanding of the roots of humanity and eliminates the sense of isolation. Students are able to find outlets for emotions that would otherwise lead to violent behaviors. When students are provided a deeper understanding of the needs of all people, anger and violent behaviors drop significantly.

“Teaching Non-Violence Through the Humanities”-Jacquie McGregor, Concordia University

- Violence is an outcropping of dehumanization. By understanding what makes each of us humans it becomes impossible to dehumanize the lives of those around us.
- Helping students understand collective experience of humanity through subjects that promote emotional maturity , gives students a wider understanding of the community of which they play a part. Through this understanding we can begin to promote a curriculum of nonviolence and cooperation.

D. RATIONALE FOR CHOOSING THE LOCAL INITIATIVE SCHOOL (LIS) MODEL (1)

After attending several workshops and reviewing the possible school models, our

Lokrantz Design Team believes the LIS plan is the best model to accomplish our school mission and vision goals. The Lokrantz Community “Believe in organizing ourselves as professionals in collaborative teams focusing on student learning and achievement.” We also believe in “Partnering with our parents and community to provide the best support for all students.”

After attending four Local Options Oversight Committees training sessions and having many discussions, the team decided to pursue a proposal to become a Local Initiative School (LIS). As a LIS, we will have the freedom to create an organizational plan that meets the needs of students and staff. This includes honoring our historical site and maintaining the integrity of our well established Moderate to Severe Special Education Program. Our goal is to sustain our Special Day classes for students with moderate to severe disabilities at 33% of the schools total enrollment. We will welcome typical students to our campus, thus allowing for integration opportunities, per the Modified Consent Decree.

The LIS model enables us greater opportunities to create and maintain a nurturing environment as a small school learning community, which allows us to promote social justice, foster student achievement and values effort. The LIS model allows us staff selection through our waivers of hiring administrators, certificated and classified staff. As we become more effective in implementing our schools’ mission and vision, we will then research other practices and apply for new waivers based upon our changing and growing population of moderate to severe special education and typical students.

Currently, there are no elementary Humanities/Arts schools in the San Fernando Valley. Redesigning our campus as a LIS school model provides a creative way for us to transform our school into a comprehensive campus with a specific theme and focus. We will bring in community resources such as California State University Northridge, Cal Arts, and the Arts Community.

During the first few years, we will rely heavily on the Division of Special Education for funding to assist in the successful implementation of integration between our moderate to severe population and their typical peers. After which, our creative and capable staff will pursue grants and seek additional community support to sustain our goal to achieve excellence for all students.

E. LOCAL INITIATIVE SCHOOL WAIVERS AND RATIONALE

LIS Waiver # 7, Professional Development

1. Lokrantz is a long established School Based Management school and has been granted a waiver to schedule “Banked Tuesdays” for the entire school year. This enables us to expand, improve and provide our staff with more opportunities for

meaningful professional development. As Lokrantz transitions from a Special Education Center to a comprehensive elementary school focused on Humanities and Arts, we recognize the need to add and create instructional strategies with a specific focus on Humanities and Arts along with our established professional development priorities.

Professional Development will focus on improving student achievement and supporting the school vision. This will be accomplished by providing the necessary time for teachers and staff to collaborate on curriculum, analyze data, share teaching strategies and provide teacher lead workshops. In addition professional development will center on providing an Arts and Humanities program to all students. Our school population will include a substantial amount of students with moderate to severe disabilities (33%). A portion of our professional development will concentrate on initiating options for integration between our special education students and our general education students through Arts and Humanities curriculum. In addition our professional development will adhere to all LAUSD, state and federal mandates and guidelines.

As our students are exposed to an ever increasing world filled with technology, we want to create a balance between technology and a learning environment rich in the Humanities. Studies have shown that there is a correlation between students whose education programs include music, art and other means of self-expression and improved test scores in math and reading.

Professional Development will take place using a variety of presentation formats. Topics for large group presentations for both certificated and classified teaching staff will be based on ongoing Needs Assessments. We will invite speakers from within LAUSD as well as outside organizations to provide relevant information and resources to the staff. Our special education teachers will meet monthly in program alike groups as our general education teachers will meet in grade level teams for curriculum development with a focus on district mandated curriculums, problem solving and to analyze data. General education teachers along with special education teachers will participate in cross grade level articulation to create and implement opportunities for ongoing integration between our general education and our special education students through Humanities and Arts programs. There will also be opportunities for vertical planning to ensure continuity on instruction.

Providing a high quality and diverse professional development program for staff will help enhance teaching practices resulting in academic growth and achievement for all students.

LIS Waiver #9 “Mutual Consent”, Staffing Waiver

2. As Lokrantz Special Education Center transitions to become Lokrantz Center for Humanities and Arts, a Local Initiative School, we are requesting the “Mutual Consent” waiver as it applies to “Staffing”. In order to provide all our students

with a safe and nurturing learning environment with high expectations for growth and learning, we need to attract and maintain a highly qualified staff and administration to share in our school's vision and mission.

We expect all stakeholders to work collaboratively in building a school that strives for academic success, mutual respect and values Humanities and Arts as a means of self-worth and expression. We will seek out people who are willing to work collaboratively with all stakeholders. We are looking for teachers, paraprofessionals, administrators and all out of the classroom school based positions that are interested in working at a school that values individuality, promotes Social Justice and creating integration opportunities between our students with moderate to severe disabilities and our typical students.

As a School Based Management School, Lokrantz has established a long standing history of participating in the staff and principal selection process. The onsite staff/principal selection process allows potential employees an opportunity to interact with current school staff during the interview process and understand our expectations for the open position. Potential employees will have the opportunity to experience the climate of the school and share their work experiences and philosophies. The onsite staff/principal selection process gives potential employees an opportunity to ask specific questions regarding the position they are applying for as well as asking any other questions they might have about the school. We are looking for people who will be dedicated employees devoted to the needs of our students and continued school improvement. We are seeking true professionals who can collaborate together toward our common goal of providing a quality education for each and every Lokrantz student.

All prospective candidates, regardless of the position they are applying for will be selected for interview from the LAUSD generated eligibility hiring lists.

Teacher Selection

The onsite selection committee for classroom teachers will consist of the Principal, a parent representative from the School Based Management Council, UTLA Chapter Chair. In addition, when interviewing for a Special Day Class the selection team will include a teacher from the same Special Education Program and a Special Education Assistant. When interviewing for a General Education Classroom the selection team will include the UTLA Chapter Chair and a grade alike teacher when available.

The UTLA-LAUSD contract will not be altered, no alternative language is necessary to substitute for contract language or policy. Staff selection will follow contract guidelines with the exception of district mandated priority placements. We will agree to interview District Mandated Placements but retain the option to deny

placement.

Para-Professional Positions

The onsite selection committee for Special Education Assistants/Trainees will consist of the Principal, the Supervisor of Assistants, the school SEIU Local 99 Union Steward, a Classified Representative and the Special Education Teacher from the class with the vacancy.

Out of Classroom School Based Positions

The onsite selection committee for Out of Classroom School Based Positions will be comprised of the members of The Lokrantz School Based Management Council. Out of Classroom School Based Positions include, but are not limited to Office Administrative Assistant, Supervisor of Assistants, Office Clerks, Plant Manager, Cafeteria Manager and Full time School Nurse.

Principal Selection

The onsite Principal Selection Committee will consist of the members of the Lokrantz School Based Management Council as active participants along with the LAUSD appointed committee members. As we participate in the LAUSD process for Principal Selection, we will adhere to the policies and procedures of LAUSD.

School Based Management Alternates

This waiver enables the elected members of the School Based Management Council to designate their own alternates to attend meetings when elected alternates are unable to attend a SBM meeting. The ability to designate alternates helps to insure that representation of all constituents are represented at SBM meetings as outlined in the Collective Bargaining Agreement between UTLA and LAUSD.

3. Additional LIS Waivers

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

The Lokrantz school community has a long history in supporting school reform efforts within LAUSD. Lokrantz has been a School Based Management school since 1990. Over the past 23 years Lokrantz has applied for and has been granted a

variety of SBM waivers. Currently Lokrantz has three active SBM waivers.

- **Additional Banked Tuesdays**

The Bank Tuesday waiver provides Lokrantz the opportunity to start Professional Development the first week of the school year and continue through the last week of the school year. This has been made possible by increasing the instructional day by four minutes. The four minutes has been deleted from teacher preparation time before the school day.

- **Staff Selection**

The Staff Selection waiver allows the stakeholders Lokrantz the opportunity to be a part of staff selection process for all school based positions including principal. With active involvement in staff selection, the Lokrantz school community can insure that prospective employees share in the school vision and be able to work collaboratively with all staff members. Interview teams are specified in LIS.

LIS Waiver #6-School Internal Organization Plan

- In providing a unique educational environment that promotes learning through humanities/arts; special and general education students can work and learn together on an equal basis where creativity, exploration and collaboration is encouraged.
- A small community offers all students an opportunity to be recognized and celebrated for their achievements.
- In creating a elementary Humanities and Arts school, we complete the feeder school cycle from Lokrantz Elementary to students possibly attending Holmes Middle School-Humanities/Arts to Cleveland High School-Humanities and Arts Magnet. This provides an opportunity for students to start and continue Humanities education for their entire school experiences.
- In a small school structure parents can become an intrugal part of the school community. With parent support we can establish additional resources for our Humanities/Arts program.
- In creating a school where a third of our population is students with moderate to severe disabilities, we offer all our students the ability to learn from each others strengths and weaknesses. We teach compassion as well as a sense of community and self fulfillment where diversity and uniqueness are valued.

Waiver #9, Mutual Consent

- **School Based Management Alternates**

This waiver enables the elected members of the School Based Management Council to designate their own alternates to attend meetings when elected

alternates are unable to attend a SBM meeting. The ability to designate alternates helps to insure that representation of all constituents are represented at SBM meetings as outlined in the Collective Bargaining Agreement between UTLA and LAUSD.

F. FAMILY AND COMMUNITY ENGAGEMENT

We understand that a critical part of effective schooling is parent involvement. Lokrantz believes that the education of its students is a shared responsibility with parents, as reinforced by the signing of the Parent and Teacher Pledge before the commencement of each school year. The parent's primary responsibility is to work as a partner with the school, to promote its success and ultimately enrich the experience of each student. Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

- Families provide the primary educational environment
- Parent involvement in their children's education is more important to student success than family income or education.
- Parent involvement in children's education is more important to student achievement through reinforcement, support and modeling.
- Parent involvement with the school is most effective when it is supportive, long lasting, and well-planned.
- The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school.
- Parent involvement ultimately improves the effectiveness of the school's curriculum and activities.

As Lokrantz transforms into a comprehensive campus which includes both special-education and general education students, we feel it's critical to engage all parents in the education of their child. As we evolve, we know many of our students will be nonresident students. As we have seen with our current situation, transportation for parents to attend various activities conducted onsite is difficult. Many of our families do not have transportation, or they live a distance away from the school, which makes returning to the school for evening events challenging. We predict this problem will continue as our campus transforms with typical nonresident students. To address this challenge we will conduct activities at different times of the day and also in the evenings and on weekends. We will use parent volunteers to connect via a parent phone tree as well as our Connect-Ed system.

Families will be meaningfully involved in their child's education through a variety of ways. We will continue to host family fun events and increase our parent participation by hosting the following events:

- Movie Nights
- Back To School Night
- Open House
- Parent – Teacher Conferences
- Spirit Nights/Weekly Spirit Days (Fridays, wear school t-shirt with pride)
- Parent Support Group Potlucks (last Friday of the month)
- Coffee with the Principal (once per month)
- Work Shops (varies upon the needs assessments from families)
- ELAC/School Site Council Meetings
- Sign Language Classes

We will get more parents involved and provide the proper resources and information that will assist them in supporting their children through the educational process. Our Parent Center will fulfill our parent involvement plans most importantly by providing a place where parents can meet and feel welcome. We will have several workshops planned throughout the school year and continue to hold monthly meetings to have open discussions, build a stronger Parent Group and motivate parents to participate in fundraising activities/workshops.

Our Goal is:

- Provide a supportive network of parents as well as volunteers and staff to assist in helping parents achieve success through learning.
- We will provide parents with access to educational/training programs that will meet their individual needs.
- We will provide an outlet for parents to share their ideas and concerns regarding their needs as well as their children's.

Our Objectives:

- Parents will learn new ways and techniques in helping their children learn.
- Parents will learn strategies in dealing with behavioral issues and other challenges.
- Parents will feel empowered and have success while supporting their children in every aspect.

Our plans, goals and objectives were determined through parent meetings, parent surveys, and follow-up discussions regarding parents' concerns and needs. We will evaluate the effectiveness/success of our workshops, events and meetings in a variety of ways as mentioned above.

Over the years Lokrantz has established strong community support along with earning the title of a California Distinguished School. The ongoing community support for Lokrantz includes:

- CSUN Music Therapy
- Learning for Life

- Book Pals
- Panavision
- Oakview High School
- The Country School
- Encino Shrine Club
- Shane’s Inspiration
- Los Angeles Rod N Reel Club
- Kaiser Therapy Dog
- Zenith Insurance Company

As Lokrantz evolves into a Local Initiative School, we plan to align ourselves with the Reseda Chamber of Commerce, the Reseda Neighborhood Council and the Canoga Park Youth Arts Center. As a school community we will continue to seek out new opportunities to create additional and ongoing support and interaction within our surrounding neighborhood and community at large.

G. SCHOOL CULTURE AND CLIMATE

The Lokrantz School Community has long embraced School Reform efforts within LAUSD. In 1990, Lokrantz became a School Based Management School (SBM). Lokrantz has continued as a SBM School for the past 23 years. As a continuing SBM School and as Lokrantz becomes a Local Initiative School, the School Governance will remain the Local School Leadership Council as stated in Article XXVII of the Collective Bargaining Agreement between LAUSD and UTLA.

Academic Culture:

Lokrantz encourages the pursuit of learning through interdisciplinary exploration and programming. Our academic culture reminds students that learning is fun by fostering an inclusive environment that promotes curiosity and conversations beyond the classroom. Our teachers and students will build strong relationships together and learn in a safe environment. Lokrantz provides a structural learning program that can be managed and assessed. Our students with moderate to severe disabilities will be integrated through Humanities/Arts throughout the school day.

Our school believes in embracing the students and families of our community by building a culture that promotes acceptance of all and responsible citizens of our society. This creates a sense of pride, trust and love cultivated in our school community and directly correlates to a powerful positive culture and core belief that together we are Lokrantz! Our students are motivated to succeed through character education, reward programs, acknowledgements, positive reinforcement and weekly school spirit days. Teachers and staff embrace the philosophy to teach the whole student and instill the core values that our school believes in including responsibility, respect, self-control, perseverance, tolerance and honesty. Our students feel safe because the compassion and care that our staff possesses is evident to our students.

The standards require that all students gain, evaluate and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. The humanities and arts, in the form of dance, movement, art, drama and music will allow an outlet for those to express their understanding and make their statements. Just as media and technology are integrated in school and life in the twenty-first century, skills related to the humanities and media use both critical analysis and production and are integrated throughout the curriculum. The humanities and arts program will allow for both the students following the general education curriculum as well as the students following the alternate curriculum to build knowledge, gain insights, explore possibilities and broaden their perspective. The standards are building blocks for successful classrooms. Our school will afford children who are involved in the Mobility Opportunities Via Education/Experience (M.O.V.E) curriculum the opportunity to take pride in demonstrating their skills. Sitting, standing and walking skills will better allow physically challenged students to more easily interact with typical peers, both during daily routines and special events.

Our Humanities/Arts program will be enriched with the Arts in a variety of ways. Our students will be integrated through music, art projects/shows, dance, theater and performances. One of our main focus points will be project based learning, smaller learning communities and social justice. We want to attract students facing challenges, so they can achieve their full potential in a smaller learning community. We will recruit from public/private schools as well as the overflow from CHIME and magnet schools. Studies have shown that students who study the Arts are four times more likely to be recognized for academic performance and three times more likely to be awarded with improved attendance. Learning compassion and volunteerism in helping others improves social skills, self-esteem, self-worth, and improves overall academic achievement. Humanities/Arts education helps to put our moderate to severe students on an equal playing field with their typical peers. Our school will enrich personalities and the lives of our students by creating a learning institution, side by side with moderate to severe students and general education students.

Professional Culture:

The professional culture at Lokrantz is envisioned as all stakeholders, including parent and the community as involved with our school fully embracing our mission and vision. Professional climate would include a welcoming, nurturing environment for teachers and staff where opportunities are routinely provided for sharing of best practices, as well as collaborative problem-solving. Mutual respect and learning for students and between all categories of school staff, through contributions to the arts and humanities will reinforce instructional lessons, both in Common Core and Alternate Curriculums. All school based stakeholders will initially participate in professional developments concentrating on methods to incorporate and embed the arts and humanities throughout the school day. School committees will be formed to support all School Based Management plans to support the Arts and Humanities culture. Appreciation of student artistic works and humanities efforts will be expressed via shared class learning experiences, as well as performances. Additionally, the skills of Special-Education and General Education teachers will be shared throughout the school

community,

H. DESIGN TEAM CAPACITIES

Janet Blake, is currently the Certificated Administrative Assistant. She has been a Special Day Classroom teacher for 34 years. She has been at Lokrantz School since 1986. Prior to Lokrantz, Ms. Blake taught in Pacific Boulevard Special Ed. Center as a Special Day Classroom teacher. Ms. Blake holds 3 teaching credentials: General Education, Learning Handicap and Severely Handicap . Ms. Blake participated in the writing of the School Based Management Plan, was a member of the SBM team for several years. She has been department chair of the preschool department, Bilingual Coordinator, Mentor Teacher and served on many school committees including the School Safety Committee.

Robert Stoy has been a special education teacher with the LAUSD for thirty years. He has served on numerous leadership councils and is currently the UTLA chapter chairperson. He spent several years coordinating various special events.

Melany Walker has been a special education teacher of students with moderate to severe disabilities since 1986. She has served on school site and school based management councils, school safety committees, and helped to write several single school plans. Melany has also served as department chair of the multiple disabilities severe population. She has three credentials (English, Learning Handicapped and Severely Handicapped).

Roberta Mann has been a Special Education teacher with LAUSD for 33 years. She has been has been a Mentor teacher with the district and a Supervising teacher for CSUN and National University. She was Lead Teacher and UTLA Chapter Chair for 28, for the past 4 years she has been MRS department chair. She was involved in writing many school plans including SBM, LEARN, the Single School Plan.

Sharon Klafter has twenty years of experience as a Special Education Assistant working with children of all ages and with a variety of disabilities. She has been at Lokrantz for four years and previously worked at West Valley Special Education Center for fifteen years. She also worked at many other schools throughout LAUSD as a substitute assistant prior to West Valley. Sharon has been elected to serve on the School Based Management Committee for several years at Lokrantz and at West Valley as well. She is currently the SEIU Local 99 Union Steward for classified employees here at Lokrantz.

Rhonda Berrios has thirteen years of experience as a Special Education Assistant working with children with special needs from preschool through twenty two years of age at Lokrantz. She has been involved with our school's Parent Group

for over fourteen years volunteering and serving as the President (9 years), Treasurer(3 years), and on School Based Management for 13 years. Rhonda is also the parent of two former Lokrantz students on the Autism Spectrum. She has written several successful grants for Lokrantz School and continues to be actively involved with our school and community. Prior to working for LAUSD, Rhonda was an underwriter for AON Risk Services Insurance Group for six years.

Iffat Atrian is a Special Education Assistant who has worked for the district for 20 years. Iffat has served on various committees throughout her career.

Lisa Carfagno is a Special Education Assistant at Lokrantz, and has worked for LAUSD for 14 years. Prior to that she was a preschool teacher for 2 years at a private school in Woodland Hills. Lisa has also worked as a real estate agent in the San Fernando Valley and as an assistant editor in the television industry.

Carolyn Pakes, mother of twin girls, 7 year olds, Adrianna & Alana Pakes. Adrianna attends Justice St. Elementary School, typical development, 2nd grade. Alana attends Lokrantz Special Ed. School, developmentally delayed, 2nd grade. Active in Parent Groups at both schools and participant on elected ELAC and SSC committees. Carolyn was born and raised in the San Fernando Valley, graduating Van Nuys High School in 1978. Received Associate of Science degree from El Camino College in Torrance, 1997, pre-Physical Therapy major. Received Bachelor of Arts degree, Cum Laude, at California State University, Long Beach, in Communicative Disorders in 2000. Over 30 years work experience in office support and Executive Assistant to the President and CEO of Vivendi-Universal, promoting to Office Manager with over 600 employees. Currently a stay-at-home Mom managing daily school schedules and activities for both girls and daily in-home therapy schedules for Alana. Studying for Real Estate Salesperson Licensing Exam.

Claudette Williamson is the principal of Lokrantz Special Education Center. She began the position as principal in July 2012. Prior to July 2012, Claudette worked as a Magnet Recruitment Specialist in Student Integration Services at Beaudry-Central Office. She was an Assistant Principal, Elementary Instructional Specialist (APEIS) for nearly eight years at Lockhurst Elementary School in Woodland Hills. Preceding her administrative career, she was a special-education teacher from 1998-2004 at Normont Elementary in Harbor City. Moreover, Claudette was a general-education teacher for grades 1st-2nd from 1988-1995 at Normont Elementary and Bandini in San Pedro. In addition to her position as teacher, she also served as the special-education gatekeeper, master teacher, and a mentor for beginning teachers. She worked on various councils and committees such as Student Success Team, Language Advisory Team, and School Site Council.

I. TIMELINE – IMPLEMENTATION OF PLAN

DATE/TIMELINE	ACTIVITY
April – September 2013	Staff Discussions and Updates
May – June 2013	Design Team Attended Workshops with LOOC
July 5, 2013	ESY Meeting with Staff
June 27, 2013	Design Team Meeting with District Personnel
July 15-October 10	Writing Team Began Creating LIS Proposal
August 12, 2013	Beginning of School Year Staff Discussion
September 10, 2013	Back To School Night Parent Discussion
September 24, 2013	Present Draft Proposal to Faculty
October 17, 2013	Faculty Vote-19 votes-(17) yes/(2) no=89%
October 22, 2013	Submit LIS Plan
March 2014	Wait for Acceptance
March – April 2014	Apply to Change Name of School
March 2014 - Ongoing	Recruitment of Students
April – August 2014	New Student Enrollment Begins
April – August 2014	Operational Meetings to Assess Operational Needs
April – May 2014	Professional Development Design Team Meet to Plan Timeline for 2014 – 2015 Teacher Professional Development (3 meetings)
April – May 2014	Parent Workshop Design Team Meet to Plan Timeline for 2014 - 2015 Parent Workshops (3 meetings)
May 2014	Calendar All School Events
May 2014	Elect ELAC/SSC Members for 2014 – 2015 Elect Grade Level Chairperson for 2014 – 2015 Select Teacher Adjunct Duties for 2014 - 2015
May 2014	Principal Professional Development
May – June 2014	Matrix and Reorganization
May – June 2014	Hire Faculty
May – July 2014	<ul style="list-style-type: none"> • Meet with Leadership Team & Grade Level Chairs to Plan 1 (3) Day Professional Development Workshop for Teachers • Meet with Grade Level Chairs to Plan Parent & Student Orientation • Meet with COST to plan student support • Meet with Community Representatives, SSC and ELAC Parents to plan family and community engagement • Meet with MNO to plan facilities plan of action
July 2014	Parent & Student Orientation for the 2014 – 2015 School Year
July – August 2014	Kindergarten Parent Orientation for the 2014 – 2015 School Year
August 2014	Professional Development 1-3 Day Workshop for Teachers (Prior to School Opening)

August 2014	Begin the 2014 – 2015 School Year as Lokrantz Center for Humanities & Arts
August 2014	Lokrantz Center for Humanities & Arts Campus Beautification
August 2014 - Ongoing	Continue Student Recruitment

ENROLLMENT PROJECTIONS (Estimates Only)

ACADEMIC YEAR	PLANNED NUMBER OF STUDENTS WITHIN LAUSD	MAXIMUM NUMBER OF STUDENTS	GRADE LEVELS
2014 - 2015	135		K – 5
2015 – 2016	185		K – 5
2016 – 2017	285		K - 5

***Planned number of students includes a core group of our moderate to severe present special education population and our typical general education students in grades K – 5.**

- **2014 – 2015: We will open two general education kindergarten classrooms.**
- **2015 – 2016: We will open 2 general education first grade classrooms as well as welcoming a new group of kindergartners.**
- **2016 – 2017: We will have 3 kindergarten, 3 first grade and 3 second grade general education classrooms and will continue to grow.**
- **Our proposed enrollment will afford us the ability to successfully implement our plans in becoming a unique Humanities & Arts School with moderate to severe students collaborating with typical general education students through the Arts. We will offer a smaller learning community, hands on experiences through the Arts, drama, social justice, and foster student learning/achievement.**

RECRUITMENT

Recruitment of students for our general education component will be an integral part of populating our school. There are many ways we plan to achieve this goal:

- Advertise in community resource newspapers and flyers
- Create a pamphlet describing our school’s vision, mission, and goals.
- Visit local preschool programs in the area.
- Open house activities inviting the community to participate.
- Re-open the State Preschool program and target students for Kindergarten
- Reach out to siblings of students from our current special education population
- Place posters with enrollment information near and around local businesses
- Seek the overflow of enrollment from CHIME and magnet schools

- Holmes Humanities and Arts Magnet-younger siblings
- LAUSD-Phonological Program
- Special Education population will continue to be determined by the Division of Special Education.