

**PROPOSAL
FOR
HILLCREST CENTER FOR ENRICHED STUDIES**

Section 1: Executive Summary

a. Assurances: Hillcrest Uplifted, an internal team at Hillcrest Drive Elementary, is a school within the Los Angeles Unified School District (LAUSD). Hillcrest Uplifted is submitting this application to operate Hillcrest Center for Enriched Studies (HCES) as a public school. The Local District Superintendent agrees to and certifies the following:

Student Enrollment: HCES intends to enroll the requisite number of students from the community. All students enrolling from the area are welcomed and will be served first and foremost. The Music Magnet will continue to provide busing to students who enroll in their program whose residence exceeds the three miles residence requirements.

Fiscal Solvency: No outside provider exists for this school. HCES will rely on the budgetary allocations from Los Angeles Unified School District. Budget and financial statements will be provided to the school by the Los Angeles Unified School District.

Special Education: Hillcrest Center for Enriched Studies will adhere to and meet the requirements of the eighteen tenets of the Modified Consent Decree (MCD).

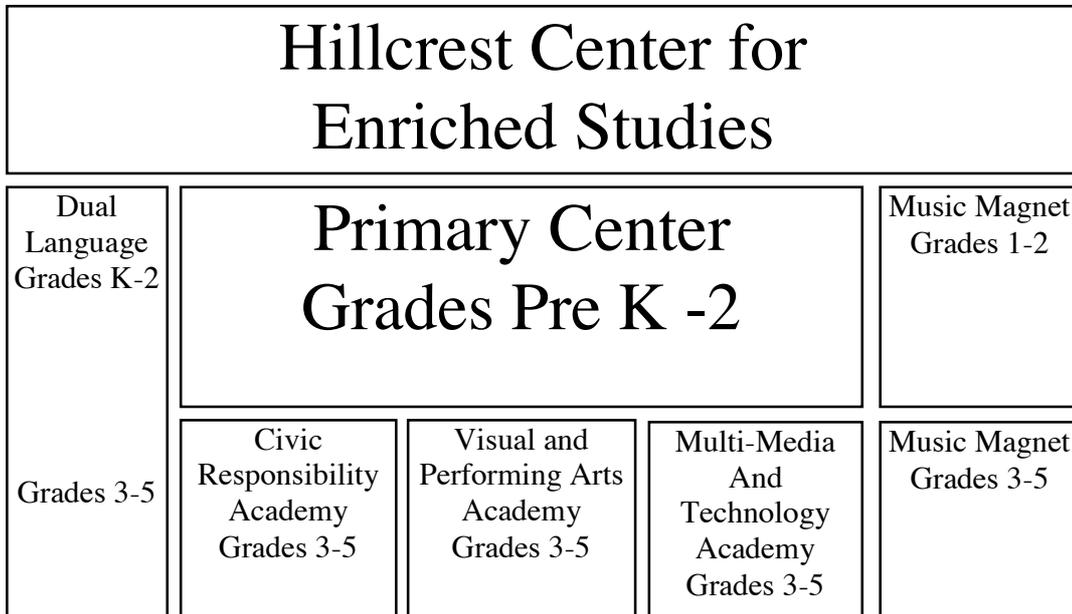
b. Student Population: The school serves 750 students from the surrounding residential area. HCES is a PHABAO and Title 1 school that reflects the changing demographics of the city of Los Angeles. The area is regarded as low socio-economic with 80%+ students receiving free and reduced price lunches. The student population is approximately 51% African American, 47% Hispanic, and 2% other ethnicities and encompasses students ranked from far below basic through gifted, with special needs students included within the population.

c. Vision, Mission and Philosophy: Our **vision** is to create a learning environment that will allow all HCES students to achieve and succeed in today's global society. Through continued collaboration with community members, parents, teachers and students, all stakeholders will share in this vision, mission and philosophy of the Hillcrest Center for Enriched Studies.

Mission: The mission of HCES is to engage students in an innovative, academically rigorous, culturally relevant, child centered curriculum in a safe and nurturing environment that promotes lifelong learners and develops responsible citizens in a democratic society.

Philosophy: HCES is built on the philosophy that learners differ in their needs, interests, and learning styles. Research has shown that students learn better in smaller environments that are safe and secure. Research has also shown that when learners are given choices, their learning commitments are greater, resulting in higher achievement. The academy design of the Hillcrest Center for Enriched Studies allows us to provide a school that utilizes these research findings.

HCES will include four Academies (Grades 3-5), one Academy (Grades pre-K-2), a Music Magnet, Dual-Language Program, and a Special Education Department:



Vision/Mission
Math and Language Arts Literacy Goals

- Year 1 50% of all students in grades 2-5 who have been at HCES the entire year score proficient in reading and math (CST)
- Year 2 70% of all students in grades 2-5 who have been at HCES since pre-K score proficient in reading and math (CST)
- Year 3 80% of all students in grades 2-5 who have been at HCES since pre-K score proficient in reading and math (CST)
- Year 4 90% of all students in grades 2-5 who have been at HCES since pre-K score proficient in reading and math (CST)
- Year 5 100% of all students in grades 2-5 who have been at HCES since pre-K score proficient in reading and math (CST)

- The Visual and Performing Arts Academy will focus on drama, dance, and music.
- The Civic Responsibility Academy will focus on civic studies and responsibilities with separate classes for boys and for girls.
- The Multi-Media Technology Academy will focus on project-based lessons that are aligned with engineering and media technology.
- The Primary Academy, which will include early childhood education, will focus on the development of literacy and numeracy proficiency.
- The Dual Language Program will focus on students becoming proficient in both the English and Spanish languages for students in grades K-5.
- The Music Magnet will focus on Chorus and Orchestra instruments for students in grades 1-5.
- The Special Education Department (SPED) will collaborate with all Academies to include SPED students within the Academies as well as in Special Day classes.

Pre-K through 2nd grade students will begin in the Primary Academy and will be given the opportunity to select the academy they want to attend upon completion. Once enrolled in an academy, each student grades 3-5 will have the opportunity to make one academy switch while at HCES. The academy design of HCES correlates with the Audubon Middle School and Dorsey High School designs. As a member of the

Dorsey Family of Schools, collaboration among the three schools has occurred during the creation of this plan and will occur on an ongoing basis. Articulation between the schools to develop coordinated programs will ensure attainment of graduation for all students in the Family. In addition, programs will be developed to allow the secondary students to participate in the HCES classrooms as tutors, buddies and project planners promoting civic responsibility.

HCES is seeking six autonomies that will ensure the attainment of the school's mission, vision, and instructional goals:

- Freedom to determine the school-based curriculum and assessment practices that will best prepare our students for state and district assessments
- Budget control to enable the school to decide on providing
- the best programs and services to students and their families
- Freedom to create a governance structure that allows the school's Governing School Council to have decision making powers over budget approval, principal selection, and programs and policies, while being mindful of state requirements on school councils
- Freedom to hire staff who best fit the needs of the school
- Freedom to decide on the professional development in which faculty engage
- Freedom to set the school calendar.

We are seeking to become an affiliated charter since these are the current school governance structures that facilitate these six autonomies

c. A Day in the Life of a Primary Academy student

A day in the life of a typical student at Hillcrest Center for Enriched Studies will be filled with authentic, engaging and personalized learning experiences. Jamari is a 6 year-old first grader in the Primary Academy. His class is currently involved in a unit on Farms Around the World – Then and Now. They are looking at the differences in global farms and the economic and societal impacts of farms over time.

Jamari arrives at school at 7:15 and is greeted by Mrs. Garcia, a parent school volunteer who welcomes students as they arrive for the day. He sits down to breakfast with his brother and some of his classmates. After breakfast they walk to the reading room where a parent volunteer supervises students who are reading books quietly. All children in the Primary Academy are required to carry the current book they have selected for reading enjoyment in their backpacks.

When school starts at 8:00, Jamari joins his 19 classmates sitting in a circle on the rug in his classroom. The students are singing a morning welcome song. After the song, they greet each other and their teacher then share their feelings and experiences. Jamari shares seeds that he and his mom bought at the market and how they will be planting the seeds and charting the care and growth of the seeds at home. The students move into Writing Workshop. Jamari's group is journaling. He goes right for his journal. He has a lot to say about his seeds. Another group of his classmates are researching farms in Africa and South America. A group of four students is working to revise their expository papers on farms in colonial America with the teacher. She does a quick review of contrastive analysis (these four students were pulled together for this purpose after the teacher read their papers) and the students revise their papers using what she has shared. Another group is working on planning and diagramming their dream farm. With the assistance of Mr. Adams, today's parent volunteer, another group is writing letters to friends or family members who live far away or have lived in other places to find out about where their food comes from and their experiences with farms. All students have an opportunity to interact with the teacher as they engage in several authentic writing experiences during the Writing Workshop. After Workshop, the students reassemble on the rug where they share where they are in their writing projects.

They then engage in a direct instruction Word Study lesson. The teacher introduces the concept of vowel-consonant-e spelling patterns causing long vowel sounds. The class generates several word

family lists using this concept (i.e. –ake words: bake, cake, make) and the teacher scribes the student responses. The students move to work with their reading partners. The partner groups select one of a variety of options available to them to further develop their recognition and understanding of this concept. Jamari and his partner elect to use magnetic letters to physically construct words from the class generated list. Several groups begin generating and writing their own lists on chart paper. Some groups begin searching through classroom texts to find examples of the pattern and marking their findings with post-its. At the appointed time, the students gather on the rug to share their findings. Several students point out that some of the words encountered in their Farm study have the spelling pattern they are studying – rake, time, cone, write, pipe, etc.

From here, the teacher transitions them to Reading Workshop. The class continues their farming unit exploration. The teacher pairs students flexibly. Sometimes Jamari works with Sharon, who is high-achieving, other times he works with Jose. Today, Jamari and Jose are reading about plants and farm animals from books at their reading level. Then it's their turn to be read aloud to by Adela, a Dorsey High School senior, who is paired with Jamari's teacher to fulfill her required community service for graduation. She reads a more difficult text on farms to them and discusses some of the new ideas they discover. The Reading Recovery teacher comes for Jose during the second half of Reading Workshop. After Jose leaves, Jamari and two of his classmates sit down with the teacher for a guided reading activity using leveled readers. The teacher listens as each child reads. Jamari reads, "The hens go in the house." (The text is - The hens go in the barn.) The teacher compliments his use of context but asks him to identify the first letter in the last word. Jamari reports that it is the letter b. The teacher asks him to identify the first letter in the word house. She then reminds him that good readers use context, but always attend to the text and check their predictions against the text. Jamari's lesson proceeds in this manner with the teacher assisting and coaching each child with child specific guidance to ensure their growth as readers.

During ELD, Jamari engages in a total class Into English lesson. Today's lesson from the unit One To Grow On, is a chant, "A Flower Pops Out". Jamari and his classmates listen to the chant on audiotape and chant along. Jamari's teacher builds phonemic awareness by having students listen and call out the words they hear that begin with the same sound, pour/pull, seed/sunshine, etc. The class then engages in saying the chant several times as a classmate points to the words on the illustrated chant chart. They pantomime the chant. Jamari shares that what happens in the chant is what he and his mom will be doing with his seeds and that his seeds will produce peas. He promises to bring some peas to share with his class.

After recess, it is time for MELD. The class has learned that many slaves brought to work on the southern plantations in colonial America came from West African countries. Eluwa's grandmother has come today to talk about what life in Nigeria was like when she was a little girl. She has brought photographs and yams and goat meat to share with the class. She explains that these are some of the staple foods in Nigeria. She shares that even today, in some parts of Nigeria, people farm as they did a long time ago. At the close of the lesson, the class discusses how this experience illustrates the Habit of Evidence from their study of Habits of Mind. They have been able to bring together relevant information, judge the credibility of the sources, and find out for themselves about farming across the world. They begin to surmise that though farming has changed in many places across time, there are still parts of the world where things have not changed. Jamari's teacher asks them to compare the lunch they eat today with what Eluwa's grandmother brought and think about the stories she shared.

While the students were with Mrs. Eluwa, Mr. Cabral, the teacher's aide, set out the manipulatives needed for the math lesson. He assists the teacher during the math lesson. The teacher is teaching from the Scott Foresman enVision Math Program but she is customizing it to keep the student's focus on the Farming theme. She also scaffolds using Marilyn Burns' concepts. The teacher says, "Jasmine grew 7 pumpkins and 4 watermelons. How many more pumpkins than watermelons did Jasmine grow?" Some students are using counters to model the problem. Jamari is drawing the pumpkins and watermelons. Jose is having difficulty, so Mr. Cabral gets unifix cubes and a Marilyn Burns Helping Hands sheet to help Jose work out the problem. The teacher closes the day's lesson by

asking the students to write/illustrate in their math journals about what they learned in today's lesson. Jamari writes then shares that he learned he could find the answer to the problem by drawing a picture of the problem and matching the pumpkins and watermelons until he came to the part where they did not match. That told him how many more pumpkins there were than watermelons.

At lunch, Jamari and his friends compare today's spaghetti, salad, pears, wheat roll and chocolate milk with what Eluwa's grandmother brought to class. They talk about how Eluwa's grandmother told them she had to work on the family farm to grow the yams and raise the goats they ate. They compare her story with how all they had to do for lunch today was present their lunch ticket. Jamari wants to ask his teacher and his mom about this. How come? Why aren't we the same? Why do we have so many things to eat but Eluwa's grandmother just had two?

After lunch, Jamari and his friends bombard his teacher with their questions. She charts their questions, praises them for their thinking and lets them know that these are going to be among the guiding questions in their study of Farms and the impact of farms on people's lives across the world. She challenges them to seek the answers to these questions throughout their study. She encourages them to invite Eluwa's grandmother back at a later date to share their findings with her and to thank her for her part in generating these questions within them.

Jamari's teacher then focuses them on their map study. They locate Nigeria on the large class map of the world and on the class globe, then color/label Nigeria on their individual maps in their Social Studies learning log. They look again at the photographs of the farm that Eluwa's grandmother brought. Jamari's teacher points out that we learn from pictures. The pictures show the farm and its layout. Using the Scott Foresman's Time and Place Social Studies leveled content readers, the class extends their learning from Eluwa's grandmother's photos to a generalized study of maps and build the concept that photos, pictures, and models are all ways we can teach others about a place. They convert the photos to drawings in their Social Studies learning logs. The students who drew diagrams of their dream farms in Writing Workshop share their work with the class. Tonight for homework, everyone will convert a picture of a farm they select into a drawing in their Social Studies Learning Log.

During the last part of the day, Jamari will be going to Music with Ms. Fukushima, where he and his music classmates are learning how to read music as well as how to sing and dance a variety of songs about farming from around the world. After Music, because Jamari has been identified as a Tier 3 reader, one who requires individual tutoring in reading, he will go to reading lab where his reading intervention teacher will work with him on the skills he needs to build to become an independent strategic reader. His other classmates who do not need intervention go to a reading lab that focuses on enrichment.

At the end of the day, Jamari returns to his classroom where the children sit in a circle on the rug. They make a list of the things they learned that day. They compliment a classmate who they saw helping another child pick up books that child had dropped, they compliment another classmate for going up to thank Eluwa's grandmother personally for coming to share. They list the things they will do for homework – read a book for enjoyment, have someone read aloud to them, convert their farm picture to a drawing in their Social Studies learning log, create and write a math story problem about finding how many more in their Math journal, write/illustrate on a self selected topic in their personal journal, and enjoy their time with their family. They sing a goodbye song together then line up quietly to leave for their various after school destinations. Because he is a Tier 3 reader, Jamari goes to a Beyond the Bell tutoring session. After Beyond the Bell, Jamari will meet Robert, his Dorsey High School Reading Buddy at the school library. They will select two books together. One book Jamari will read on his own at home and at school, and carry in his backpack. The other book Robert will read aloud to Jamari. Robert will take Jamari to LA's Best where Jamari will meet his brother, do his homework, and engage in enrichment activities until his mom picks them up after work at 5:30. Jamari can hardly wait to plant his seeds with his mom when he gets home and ask her his questions about Eluwa's grandmother's farm and what she thinks. ***Appendix: Attachment 1 for a 4th grade student.***

d. Educational Plan:

The educational plan of the HCES is to create an optimal learning environment for all students as well as to facilitate the development of a faculty of informed, reflective practitioners. All Academies will engage in ongoing action research to continually evaluate, assess and redesign the instructional program so that the initiatives and instructional decisions continue to meet the diverse needs of all students.

The Educational Program is grounded in culturally responsive pedagogy. To reduce the achievement and proficiency gaps in English and the core curriculum content areas, all teachers will embed Specially Designed Academic Instructional (SDAIE) teaching strategies to support students with cognitive academic language development, vocabulary acquisition, problem solving, and critical and higher order thinking. These research-based teaching strategies include the following: developing a cooperative and communal classroom learning environment, engaging in instructional conversations, building academic language, utilizing graphic organizers, making cultural connections, encouraging active learning, use of skillful questioning, and demonstration and modeling. These core instructional practices will be implemented across all academies with the explicit goal of accelerating the learning for all students, but specifically to address the needs of Standard English Learners, English Learners, and Students with Disabilities.

Each Academy will embrace these core values as the unifying principles of the HCES:

- be child centered and focused on developing our children holistically
- utilize interdisciplinary teaching, inquiry-based and project-based learning
- implement an academically rigorous, California State Standards-based instructional program linked to real life experiences
- be anchored in the principles of a democratic society
- utilize culturally relevant teaching strategies and develop cultural and linguistically responsive units of study; promote collaborative and cooperative learning school-wide
- promote the development of Habits of Mind
- foster lifelong learning

Early education will encompass the addition of four more pre-k classes that will require mandatory family involvement so that early on our students and families will be involved in school readiness activities. Each academy will allow for greater personalization of students' educational experience through 20:1 class ratio and team teaching within the academy. Teachers will have a greater opportunity to know all their students and families, and be better able to meet the needs of each child. The personalized, authentic, learner-centered and inquiry based curriculum will increase students' critical thinking and problem solving skills; literacy and numeracy skills; use of multimodal responses to learning; and overall achievement in school. (Bruner 1966, Dewey 1902, Gardner 1993, Piaget 1929, Vygotsky 1964)

All Academies will engage students in project-based learning and metacognitive experiences. Through the study of universal themes, students will develop comprehensive understandings of their world and the interconnectedness of life experiences. All students will develop the six Habits of Mind – a strong foundation in conceptual understanding and ownership of the learning process – that increase academic achievement, promote appreciation of scholarship, and foster lifelong learning.

Teachers within each academy will work collaboratively in teams to pre-plan and organize their core content curricula based on the state frameworks, content standards, and interdisciplinary thematic units. Team-teaching allows for closer monitoring and observations of students, more meaningful scaffolded experiences, expanded use of differentiated teaching strategies, and multiple instructional groupings.

Assessment will be aligned to the California Content Standards and Curriculum Frameworks. Formative instruments for students will include Reading Inventories, Running Records, Teacher Observations, ELD and MELD Portfolios, Individualized Learning Plans, Student Projects and Performances. Summative assessments will include the CST for grades 2-5 and the CELTD for grades K-5. Program assessments will involve interviews, surveys, attendance records at school and school functions, parental involvement, change in teacher and parenting practices. Continuous use of the RtI² Problem Solving Model and various assessments will ensure that HCES reaches its goal of academically advancing all students and being a community center of informed, reflective, involved and caring people.

e. Community Impact and Involvement

As members of the current design team, parents collaborated with team members to determine what the instructional program should look like and the appropriate challenging educational experiences that would engage students in learning. Parent representatives will also serve as members of HCES's governing board and school site council. The school will provide learning opportunities for the community through classes in parenting, English and Spanish literacy, GED attainment, computer literacy and job training and any other needs that may be identified as a result of parent surveys.

f. Leadership/Governance

Hillcrest Center for Enriched Studies will be founded on a model of distributive leadership within a system of structures that promote communication, planning, evaluation and accountability. Through the Governance Board, School Site Council, Leadership Team, English Language Learners Advisory Committee, Standard English Learner Advisory Committee, and Compensatory Educational Committee all, stakeholders will have an opportunity for active involvement and leadership development. The School Site Council will regularly meet to review categorical and non-categorical expenditures, student performance data, budget expenditure and update the Single Plan. The Governance Board will be one of oversight, always being mindful of the school's vision and mission.

g. Fiscal Plan

HCES 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 service learning and project-based learning tasks; 3) 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

The scope and sequence of the curriculum for the HCES is aligned with the HCES mission and vision and the California content standards. (See Part 1c for the mission and vision statements). HCES will provide high quality, comprehensive, rigorous, standards-based curricula, which are culturally relevant, linguistically responsive and actively engage students in learning activities that are research-based and grounded in best practices. The curriculum and delivery of instruction will prepare the students with the knowledge and skills necessary to excel in college and become active participants in an American democracy as well as to be career-ready in this the 21st Century competitive global economy. Our students will establish good intellectual habits by engaging in the Coalition of Essential School's "Habits of Mind" (Ted Sizer 1992 , Debbie Meier 1995) *Appendix: Attachment 2*

Curriculum Map and Summary: Literacy

In the 2008-2009 school year, 20% of all students scored Proficient and Advanced in English Language Arts on the CST. Based on these results and those of previous years, HCES is **targeting Literacy achievement** for all students. HCES will provide a **balanced approach** that integrates skills

development within a thematic, holistic, literature-based literacy program. This approach is consistent with efforts to close the achievement gap. (McIntyre and Pressley 1996, Wharton-MacDonald 1998). Teachers will use instructional strategies including literature focus units, literature circles, reading and writing workshops, and authentic student texts. (J. Harste, K. Short and C. Burke, 1995) Students will learn to read and write by engaging in authentic learning situations where they will use reading and writing to learn, and in the process learn about improving their skills as readers and writers. (J. Britton 1993, G. Wells 2009, and F. Smith 1979.) **Appendix: Attachment 3 Authoring Cycle Diagram.** **Attachment 4 Daily Schedule of Language Workshops**

The curriculum emphasizes differentiating instruction. The Individual Learning Plans enable us to monitor student achievement and needs closely. The five areas of reading instruction from the Reading First Initiatives: phonemic awareness, phonics, fluency, vocabulary, and text comprehension will be covered. (National Reading Panel Report – Reading First 2001) All students will be able to participate in the after school Connect With Reading (Sims) program that will also be offered during the summer. The Reading Buddies program, in which students read with and are read to by a Dorsey High School student after school, will also be part of the after school activities. The Reading research has identified being read aloud to as the single most impactful experience on successful readers. (Becoming a Nation of Readers, 1985; Adams, 1990) Tutoring opportunities will also be provided by classroom teachers, Beyond the Bell Services and LA’S Best. The extended school day provides time for data analysis, instruction design and modification, and monitoring of the student Individual Learning Plans. Focused, internally generated professional development will include best practices. (See Part 5a Professional Development) **Appendix: Attachment 5 Literacy Curriculum Overview** which lists the Scope and Sequence of Literacy and provides more detail on Track Record, Instructional Strategies, and Assessment.

Curriculum Map and Summary: Mathematics

Only 27.6% of our 2nd through 6th grade students scored proficient or advanced in math on the CST. The breakdown of the data clearly shows that while our students score much better in computation than in application and mathematical reasoning, their mathematical numeracy is still deficient. In order to change this at HCES we will have to change the way we teach math. Too often in math, students are taught skills in isolation and they do not see how they connect to each other or their relevance to the real world. Using the new District chosen math program *enVision Math* by Scott Foresman-Addison Wesley as a foundation, we will teach mathematics conceptually every day, providing our students with as many real-life and culturally relevant applications and connections as possible. This will be our focus in math instruction throughout all the academies. We will use the District Periodic Assessments as formative assessments to help drive our instruction. We will follow the tenets of the District’s Math Instructional Guide in our math instruction; understanding the successful teaching of math requires all three parts of a balanced math curriculum: conceptual understanding, procedural skills, and problem solving. **Appendix: Attachment 6** gives information on a Raytheon study on culturally relevant instruction in math.

HCES will provide a rigorous, standards-based Pre-K-5 math curriculum aligned with the Mathematics Content Standards for California Public Schools. The math program will provide a balanced and integrated approach to teaching mathematics, emphasizing computational and procedural skills, conceptual understanding, and problem solving. Teachers will develop lessons that are age and grade appropriate using the State standards and frameworks. The curriculum map illustrated in the Math Curriculum Overview for Grades K-5 chart is reflective of the big ideas contained within the grade level curriculum and correlated to the mathematics standards for learning. This Overview Chart is not intended to be a complete list of all the lessons that need to be taught and mastered during each grade from K-5, but sets forth a comprehensive set of instructional expectations that students should master to successfully achieve the grade level standards by grade 5 and addresses the Five Strands in mathematics outlined in the California State Content Standards.

Appendix: Attachment 8 for the Math Curriculum Overview which lists the Scope and Sequence of Math and provides more detail on Track Record, Instructional Strategies, and Assessment.

Curriculum Map & Summary: Science

All students at HCES will receive extensive exposure to a comprehensive science curriculum that will allow them to become scientifically literate in today’s ever-expanding scientific world. As endorsed by the National Science Education Standards and mandated by the California Science Standards, students will be instructed in the Physical, Life, and Earth Sciences. In 2009, at Hillcrest Drive Elementary, only 12.7% of fifth grade students tested scored proficient or advanced on the CST.¹ In order to change this, the science curriculum will begin in Pre-Kindergarten and continue consecutively through the Fifth grade. Students at HCES will receive instruction using the Full Option Science System (FOSS), supplemented with Activities Integrating Math & Science (AIMS), Carolina Biological Science for Children, as well as other teacher developed materials. All students will work with Iridescent, a non-profit organization that partners Engineers as teachers with school communities including students, parents, family, and teachers. Our approach is to use a three-pronged strategy of teaching about cutting edge science, using powerful mentors and enlisting strong parental involvement. The proposed curriculum has been “designed for all students to develop critical basic knowledge and basic skills, interests, and habits of mind that will lead to productive efforts to learn and understand the subject more deeply”² a philosophy authored and endorsed by the Board on Science Education (BOSE), the Center for Education (CFE), and Behavioral and Social Sciences and Education (DBASSE)

All elementary students will learn the importance of investigation and experimentation in the field of science. Students will learn that progress in science is made when they ask meaningful questions and perform careful experiments and investigations. Students will use habits of minds strategies to develop their own questions as they perform investigations. Beginning in Kindergarten and progressing through the Fifth grade students will learn essential skills that will support the acquisition of scientific knowledge. ***Appendix: Attachment 9 for the Science Curriculum Overview which lists the Scope and Sequence of Science and provides more detail on Track Record, Instructional Strategies, and Assessment.***
Appendix: Attachment 10 Science Units

Curriculum Map and Summary: Social Science

The basic goal of our social science program will be to provide students with the foundational knowledge, skills, and attitudes they will need to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. To ensure that instruction is relevant and responsive to student needs, culturally responsive and contextualized teaching methods based on the 12 instructional outcomes of the Academic English Mastery Program (AEMP) will be used throughout the curriculum in conjunction with the key instructional access strategies. We will continue to use the district adopted Scott Foresman Social Studies program.

The goals of the curriculum are to enable students to understand the basic concepts of social studies, history, and geography; develop the skills, strategies, and habits of mind required for effective inquiry and communication, and apply those basic concepts to a variety of learning tasks; relate and apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom as well as combine the above skills to produce thoughtful research papers and performance-based projects, while utilizing the California grade-level content standards.

Appendix: Attachment 11 for the Social Science Curriculum Overview which lists the Scope and Sequence of Social Science and provides more detail on Track Record, Instructional Strategies, and Assessment.

Curriculum Map and Summary: Physical Education (PE)

The overarching goals of the PE curriculum is to instill in students the valuing of physical fitness and the part it plays in healthy living and the understanding of and development of motor skills . The curriculum will be based on the standards in the 2009 California Framework. Classroom teachers will be assisted by Teaching Assistants, parent volunteers, and Dorsey high school students in carrying out the curriculum. Students will be engaged in a minimum of 45 minutes of PE activities daily.

Curriculum Map and Summary: Health and Nutrition

The goals of the health curriculum is to have our students value a healthy lifestyle, understand the human body, and know the role exercise and nutrition play in healthy living. The health and nutrition curriculum will be based on the standards listed in the Heath Health series that is currently used at the school. The Heath Health series is on the State's approved list of instructional programs. The Heath Health Series is supplemented by school participation in the Nutrition Network. Health will be integrated into the thematic and project based learning planned for students.

Curriculum Map and Summary: English Language Development (ELD)

The goal of the ELD curriculum is to facilitate English language learners' attainment of English language proficiency and progress to reclassification as soon as possible. ELD portfolios will be a part of all EL Individual Learning Plans. Teachers will teach the state ELD standards using *Into English!*, *The ELD Practicum Enhanced Lessons*, and the *English Learner Support Guide*. ELD will be taught in all classes for 30-45 minutes daily.

Curriculum Map and Summary: Mainstream English Language Development (MELD)

The goal of the MELD curriculum is to meet language needs of Standard English Learners so that they become proficient in using Academic English in order to access the core curriculum. All teachers will use the MELD Activities Handbook, personal thesauruses, contrastive analysis, and culturally relevant literature during the daily 30-45 minute MELD time.

Curriculum Map and Summary: Music, Dance, Theatre, Visual Arts and Media Arts

The goal of the Arts curriculum is to improve achievement in Arts education. The overall objective is to integrate the arts into the thematic and project based units of the curriculum. The curriculum will be based on the Content Standards, California Frameworks, and Culturally Relevant and Responsive Pedagogy. Research has shown increased academic achievement for students who experience art curriculums. In partnership with Inner City Arts, HCES teachers will develop instructional strategies that incorporate the arts into the daily learning experiences of all students.

Media Arts will be taught in the Computer Lab. All students will attend a weekly one hour computer lab session and have access to computers in their classrooms for media art use in the thematic, project based curriculum. All students in the Multi-Media Technology Academy will have a laptop for school and home use. The goal of HCES is to eventually have a laptop for every student (K-5) to use in school and at home. The Media Arts teacher will support teacher use of the media arts with students and professional development on media art instructional strategies.

The Library will be available to students, teachers, and parents before, during and after regular school hours. Students will visit the library weekly as a class and learn how to use the library and its materials as a resource in learning. During these class visits, students will be read to as well as have opportunities to read self selected books with others or independently. The library technician will engage students in activities that promote reading such as Read Across America, Book Fairs, Meet the Author Days, Guest Reader Days.

Track Record of Curriculum: See subject area write-ups and Curriculum Overview Charts in Section 2a.

Addressing the Needs of All Students: See subject area write-ups and Curriculum Overview Charts in Section 2a. *Appendix: Attachment 12 for a detailed listing of research strategies that will meet the needs of students with disabilities, ELs, SELs, migrant and homeless children and students with poverty.*

Accelerated Learning: The guidelines and policies of LAUSD will be followed to identify high achievers, and gifted/talented students. Students will be recommended for GATE identification and will be submitted to the District for testing by District personnel. Students qualifying as a result of high achievement on the California Standards Test will also be submitted for formal identification. Students who do not qualify by CST, but who demonstrated high achievement on CST and/or periodic and formative assessments, will be offered the same opportunities as identified GATE students for differentiated instruction. Open-ended, inquiry and inquiry and instruction and problem-based learning projects ensure the full potential of each GATE student is maximized. The GATE program is integrated throughout the curriculum, including language arts, English Language Development, mathematics, science, history-social studies, and the visual-performing arts. Students will have multiple opportunities to show their gifts and talents. Teachers will have opportunities to attend LAUSD professional development sessions on working with gifted students.

Instructional Strategies: See subject area write-ups and Curriculum Overview Charts in Section 2a.

Hillcrest Center for Enriched Studies

Dual Language Program, Music Magnet, Primary Academy, Visual and Performing Arts Academy, Civic Responsibility Academy, Multi-media and Technology Academy

Curriculum and Instruction

	Dual Language Program	Music Magnet	Primary Academy	Visual and Performing Arts Academy	Civic Responsibility Academy	Multi-media and Technology Academy
Objective	Provide students with an educational opportunity to be bilingual and bi-literate by learning from one another in a multi-cultural setting where language diversity is fostered and embraced.	Provide students with a musical education that teaches skills in listening, singing, and playing musical instruments.	The goal of the Primary Academy is to have all students leave as strategic, independent readers who enjoy reading, use reading as a tool in their lives, and prepared for the challenges of more complex reading, writing, research, and thinking.	Provide students with an arts education that provides intellectual and experiential learning in all four disciplines: dance, music, theatre, and visual arts.	Provide single gender, specific instruction utilizing the best practices and same high standards in all curricular areas.	Provide students with educational opportunities in language arts, mathematics, social studies and science using digital video, photography and computer generated presentations.
Curriculum Map and Summary	<p>The Two-Way Bilingual Immersion Program is a continuation of the current 70/30 Dual Language Program at the site. Student composition, for optimal results, should be 50% English Only or fluent English proficient students and 50% fluent Spanish speakers.</p> <p>The goals are achieved using a combination of the Open Court Reading (OCR) and Foro</p>	<p>The music content standards adopted by the State Board of Education will be used as the basis of the Music Magnet curriculum. The curriculum will be based on the Content standards, California frameworks and CRRE strategies, and will require active learning through the study, practice, creation, or performance of pieces of music.</p> <p>Students at each grade level are</p>	<p>The content standards adopted by the State Board of Education for pre-kindergarten-2nd grade will be used as the basis of the Primary Academy. The curriculum will be based on the Content standards, California frameworks and CRRE strategies.</p> <p>The literacy program will encompass the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text</p>	<p>The visual and performing arts content standards adopted by the State Board of Education will be used as the basis of the Visual and Performing Arts curriculum. The curriculum will be based on the Content standards, California frameworks and CRRE strategies, and will require active learning through the study, practice, creation, or performance of works of art.</p>	<p>The content standards adopted by the State Board of Education will be used as the basis of the Civics/Uplifted Academy. The curriculum will be based on the Content standards, California frameworks and CRRE strategies.</p> <p>A variety of instructional materials and instructional decisions will be utilized to challenge stereotypes about boys and girls, stereotypes are not</p>	<p>Multiple facets of media and technologies will be used to demonstrate proficiencies in the State Board of Education Standards for Language Arts, Mathematics, Sciences. The curriculum will be based on the Content Standards California frameworks and CRRE strategies.</p> <p>Students will be instructed to use a hands-on approach with various technologies such as computer, video, photography, and sound recording to teach all students to mastery of all grade level standards.</p> <p>Our academy has the goal of providing all students with a</p>

	<p>Abierto reading programs, currently used throughout the district. To facilitate the comprehensive standards taught in both programs, HCES uses the Spanish Dual Language Program (SDLP) Language Arts Instructional Guide K-5 (Reference Appendix SDLP Instructional Guide).</p>	<p>expected to master the standards of music, which are grouped under the following strands:</p> <p>Artistic Perception - Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p>Creative Expression - Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p>Historical and Cultural Context - Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p>Aesthetic Valuing -</p>	<p>comprehension. Students will be engaged in explicit and implicit instruction in these five areas. (National Reading Panel Report – Reading First 2001)</p> <p>To enable ALL students in the Primary Academy to become strategic, independent readers, the Academy is focusing on early intervention. After initial assessments and teacher observations, students experiencing reading difficulties will be serviced by two trained Reading Recovery teachers during the school day. (M. Clay, 1993). Reading Recovery students are pulled out of their regular classes for 30 minutes daily to work with a Reading Recovery teacher. Reading Recovery’s one-to-one instruction delivers measurable results in weeks not years.</p>	<p>Students at each grade level are expected to master the standards of an arts discipline, which are grouped under the following strands:</p> <p>Artistic perception - processing, analyzing, and responding to sensory information through the use of the language and skills unique to dance, music, theatre, and the visual arts.</p> <p>Creative expression involves creating a work, performing, and participating in the arts disciplines. Students apply processes and skills in composing, arranging, and performing a work and use a variety of means to communicate meaning and intent in their own original formal and informal works.</p> <p>Historical and Cultural Contexts concerns the work students do toward understanding the historical</p>	<p>reinforced in classroom setting.</p>	<p>laptop computer for use at school and home.</p> <p>Students will be taught to be able to produce daily work, in print and online production, using a variety of presentation media (e.g., Word, Power point, Open Office Text and presentation software.)</p>
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		<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p>Connections, Relationships, Applications - Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.</p>	<p>Other students experiencing reading difficulties who are not serviced by Reading Recovery will receive guided reading instruction individually and in small groups by their classroom teachers using leveled readers.</p>	<p>contributions and cultural dimensions of an arts discipline. Students analyze roles, functions, development in the discipline, and human diversity as it relates to that discipline. They also closely examine the work of musicians, composers, artists, writers, actors, dancers, and choreographers and historical periods.</p> <p>Aesthetic valuing includes analyzing and critiquing works of dance, meaning from the works based on the elements and principles, applying what is learned in one arts discipline and comparing it will be introduced to students.</p> <p>Connections, Relationships, Applications examines the way students develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong</p>		
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				learning, including career skills. They also learn about careers in and related to arts discipline.		
Track Record of Proposed Curriculum	There has been extensive research by Thomas and Collier (1997 and 2002) that has found that students in the Dual Language Programs scored as high or higher than their English Only counterparts in English reading and English Mathematics. They earned high STA scores, particularly in the verbal section. By the 5 th year in the Dual Language Program, students outperformed all comparison groups and remained high academic achievers throughout their schooling.	Studies show that students enrolled in high-quality music education programs score higher on standardized tests compared to students in schools with deficient music education programs. (Journal for Research in Music Education, 2006). Research findings also confirm positive links between music education, scholastic achievement, and social adaptability, especially among at-risk and special needs children (International Journal of Music Education, 2007).	Reading Recovery has a strong scientific research base validated by U.S. Department of Education - What Works Clearinghouse review of beginning reading programs. No other early intervention reading program received high ratings for effectiveness across all four domains studied – alphabetic, fluency, comprehension, and general reading achievement. <i>Refer to the Appendix for a more in-depth look at Reading Recovery Lessons.</i>	The 1995 College Board profile shows that students who studied the arts for more than four years scored significantly higher on the SAT than other students. Verbal scores were 59 points higher and math scores were 44 points higher than students not studying the arts. Research confirms that the arts should not be considered only as enrichment activities, but regarded as an integral part of the curriculum. Studies have continued to show that students exposed to the arts continue to outperform their peers who are not. The visual and performing arts standards reflect and support our belief that all children should have access to challenging	The new rationale for single-sex education is based on evidence, particularly with regard to the different developmental trajectories of girls and boys, that a curriculum tailored to the developmental trajectory of girls and boys can break down the gendered cubbyholes that girls/boys are often pushed in to. The single-sex format creates opportunities that don't exist in the coed classroom. Teachers can employ strategies in the all-girls classroom, and in the all-boys classroom, which don't work as well (or don't work at all) in the coed classroom. In June 2005, researchers at Cambridge University released results of a four-year study of	The LAUSD Tech Plan 2009 discusses the importance of having students immersed in technologies to stay competitive in the 21 st Century. Results from the Escondido School District "Project Live" program, and "iRead" program, show increases across the curriculum. The District website for Project Live states their programs have created show improvement in the quality of their work, work closer to grade level and who are more engaged in their school work. Students in programs like these generally embrace the curriculum and different modalities to demonstrate competency in the standards.

				<p>curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.</p>	<p>gender differences in education. The researchers investigated hundreds of different schools, representing a wide variety of socioeconomic and ethnic backgrounds, seeking to identify strategies which improved performance of both girls and boys while narrowing the gender gap between girls and boys. These researchers found that the single-sex classroom format was remarkably effective at boosting boys' performance particularly in English and foreign languages, as well as improving girls' performance in math and science. (http://www.singlesexschools.org/evidence.html)</p>	
Addressing the Needs of All Students	Equal access for our student population in kindergarten through fifth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic	Equal access for our student population in first through fifth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic	Equal access for our student population in pre-kindergarten through 2 nd grade (ELL, SEL, students with disabilities/special needs, gifted, and	Equal access for our student population in third through fifth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic	Equal access for our student population in third through fifth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic	Equal access for our student population in third through fifth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).

	disadvantaged students).	disadvantaged students).	socioeconomic disadvantaged students).	disadvantaged students).	disadvantaged students).	
Accelerated Learning	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum.</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum.</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum.</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum.</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum.</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum.</p>
Instructional Strategies	<p>All teachers who participate in the program are appropriately certificated according to the Master Plan Program Requirements for compliance. Teachers who are not trained in the use of Thinking Maps and Culturally Relevant and Responsive Education (CRRE) strategies will be</p>	<p>The Music Magnet program has a full time music teacher who provides instruction in instrumental and vocal music through a pull out program.</p> <p>Partnership with the Coburn School of the Performing Arts exposes students to dance, instrumental, and vocal performances by middle and high</p>	<p>Students will receive guided reading instruction individually and in small groups by their classroom teachers using leveled readers. Students also will receive direct instruction and have opportunities to participate in authentic reading and writing activities.</p> <p>Teachers will use a</p>	<p>The school will partner with community organizations such as Inner City Arts to develop a comprehensive arts program.</p> <p>The purpose of the Visual and Performing Arts program is to integrate the arts into the core subject areas. Integration of the arts</p>	<p>Selection of instructional practices will be based on recent research based knowledge about gender, culture, poverty, development, learning styles, etc.</p> <p>Instructional practices include the use of multiple intelligences, learning styles, differentiated instruction, problem-based learning,</p>	<p>The Academy will partner with Crenshaw High School and their Multi-media Department to develop leveled comprehensive programs. The purpose of the multimedia and technology academy is to expose students to 21st century technologies and how they can be integrated into daily curriculum.</p> <p>Students will build their confidence in producing standards based assignments developing skills in analysis,</p>

<p>appropriately trained and highly qualified to teach in the program.</p>	<p>school aged children multiple times each year. Students attend performances through partnerships with the L.A. Chamber Orchestra and UCLA’s Design for Sharing.</p> <p>Through our partnership with the Coburn School of the Performing Arts, six students a year will receive a scholarship to attend their summer encounter program and will receive instrumental, vocal, and dance lessons.</p> <p>Teachers will participate in professional development through programs such as Inner City Arts “Creativity in the Classroom” to incorporate music education across content areas.</p>	<p>combination of instructional strategies including literature focus units, literature circles, reading and writing workshops, and authentic student texts. Students will learn to read and write by engaging in authentic learning situations where they will use reading and writing to learn, and in the process learn about improving their skills as readers and writers.</p> <p>Teachers will use modeled, shared, interactive, independent, and guided reading/writing to support students as they move towards mastery of language arts content.</p> <p>Reading Recovery teachers will provide professional development in Reading Recovery strategies for all teachers in the primary academy.</p>	<p>in day-to-day curriculum develops problem-solving skills, promotes imagination, teaches teamwork, encourages self-discipline and builds self-confidence and expression.</p> <p>Teachers will participate in professional development through programs such as Inner City Arts “Creativity in the Classroom” to incorporate instruction in the arts across content areas.</p>	<p>project-based learning, inquiry-based learning, culturally relevant pedagogy and overall best practices.</p> <p>Implementation of instructional practices may be different, but the overall learning opportunity for students will be equal for boys and girls, however the procedures for implementing similar instructional practices may differ for boys and girls based on the needs of students. The Academy will partner with the Dorsey High School Humanities Academy and the Crenshaw Social Justice Academy in combined professional development.</p>	<p>problem solving, diagramming, planning, generating, and creating, comparing, appraising, and critiquing. This will encourage teamwork, self-discipline, self-confidence and self expression.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> - lessons designed by teachers with strengths within that medium. - district programs such as LAUSD Integrating Mathematics and Sciences through Technology (iMast) - trainings with Crenshaw High School Multimedia Department - conferences throughout the district and vendor trainings.
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Dual Language Program

The Two-Way Bilingual Immersion Program that is proposed in this plan is a continuation of the current 70/30 Dual Language Program at the site. The intent of the program is to provide students with the ability to learn from one another in a multi-cultural setting where language diversity is fostered and embraced. For optimal results, the student composition should be 50% English Only or fluent English proficient students and 50% fluent Spanish speakers. The goals of the program are to have communicative and academic second language proficiency, primary language proficiency, academic achievement and appreciation for diversity (Asian Pacific and Other Languages Office/Dual Language [APOLO/DL] Office goals). The goals are achieved using a combination of the Open Court Reading (OCR) and Foro Abierto reading programs, currently used throughout the district. To facilitate the comprehensive standards taught in both programs, Hillcrest Center for Enriched Studies uses the Spanish Dual Language Program (SDLP) Language Arts Instructional Guide. (Reference Appendix SDLP Instructional Guide). The instructional guide is available for all grades from Kindergarten through 5th grade.

There has been extensive research by Thomas and Collier (1997 and 2002) that has found that students in the Dual Language Programs scored as high or higher than their English Only counterparts in English reading and English Mathematics. By the 5th year in the Dual Language Program, students outperformed all comparison groups and remained high academic achievers throughout their schooling.

Music Magnet Overview

The Music Magnet is a stand-alone program that integrates music into the learning environment. It improves academic performance for underserved and underachieving students. The Magnet provides all students equal access to music, including students who are at-risk, students with disabilities, and ELL students. The differentiated objectives of the music program at Hillcrest Drive CES are to teach, motivate and guide the students' creative musical experience.

Part 3. SCHOOL CULTURE AND CLIMATE

Our school culture will be characterized by professional collaboration among all adults in the school, where reflective practice and ongoing feedback are built into school wide systems, practices and structures to be accomplished through common planning time within and across grade-levels. Our collaborative learning community will be safe and supportive, creating a culture of respect, responsibility, honesty, a passion for learning and an appreciation of differences for all participants. All stakeholders will work together to nurture each student's intellectual and social growth. Our high expectations for our students, teachers, staff, and families will be clearly communicated. As a learning community we will share joint accountability for the future of our learners and will utilize the necessary resources to achieve our ambitious goals.

a. Description of Culture:

For Administration: Administration will fully understand the importance of positive school culture and how it can help student achievement and professional growth in the school environment. They will nurture the traditions, ceremonies, rituals, and symbols that already express and reinforce positive school culture. The administrator will also develop shared visions--rooted in the school's history, values, and beliefs--of what the school should be, hire compatible staff, and face conflict rather than avoid it. The principal will model and establish a positive school culture that promotes learning and engagement for all students.

For Students: We will create an environment that is socially, emotionally, and physically safe to nurture each child's confidence, self-esteem, and relationship to others. The student environment will offer all students sufficient learning opportunities to master key competencies, taking account of their talents and possibilities. In this way, the diversity of learner's experiences, points of view, ideas, learning sources and learning styles can be seen as an enriching element. We will educate our students to recognize, understand, and communicate diverse perspectives, by creating powerful culturally relevant learning environments so that students will learn to appreciate and respect the cultural, linguistic, ethnic diversity of others as well as prepare them to succeed in the global community. Our focus is to empower the students to take responsibility for their own actions and to be an integral part of maintaining a safe and inviting learning environment in which respect for themselves and others is a priority.

For Teachers: Our teachers will be equipped with the skills, knowledge, and dispositions representative of the highest teaching standards. These goals will be accomplished through quality professional practices to include regular grade

level and team meetings, classroom inter-visitations and sharing of “best” practices, mentoring and team/co-teaching and attendance of professional development workshops and trainings. Our teachers will be deeply committed to every student's ability to achieve and to make a positive contribution to their families and community. There will be an intensive emphasis on on-going professional development, and our teachers will be active contributors to the professional educational community. The District’s *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* will shape much of the professional development as it relates to school culture.

For Families/Stakeholders: We will strongly encourage and support families to become actively involved in the school and make significant contributions to each child’s education by supporting learning in school and reinforcing and continuing it at home. Our goal will be to build effective family, school and community partnerships that support student achievement and address the identified needs of students and their families. The school will provide parent workshops and other learning opportunities either directly or through educational alliances. Parents will have the opportunity to utilize our parent center for community meetings, workshops and trainings so that they may become active participants in their child’s education. We will have open communication with the school community through school newsletters, flyers, emails and the Ed -Connect system as well as through parent conferences, back-to-school night and open house opportunities. The "*Reading Roads/Caminos para Leer*" program through Families in Schools is a family literacy program for parents of Kindergarten through 5th grade students and an example of one of our community partnerships.

Dress for Success: We believe that the educational experience will be best served by requiring that all students wear school uniforms. Hillcrest Drive Elementary is located in the Crenshaw District of Los Angeles traditionally known as "The Jungles". We are a target for theft and vandalism and frequent lockdowns due to our location, high concentration of gang activity, and violence in the community. We believe that school uniforms will help deter gang influence in our community and make it safer for students and staff. The Long Beach, California school district began a school uniform policy several years ago and experienced a sharp drop in vandalism, absenteeism, and classroom conflict.

b. College and Career Readiness

The goal of our curriculum is to develop in each child enthusiasm for learning, independence, resilience, competence, and global awareness that will be the foundation for lifetime achievement and for positive self-image. Our comprehensive, college-preparatory curriculum will be rigorous and reflect the highest national and state standards in each content area. Instruction will reflect current research, be strategic, and recognize a student's strengths, needs, and individual learning style. The violence preventive curriculum Second Step and lessons on the Pillars of Character (being safe, being respectful, and being responsible) will be taught weekly to increase children’s social, emotional competence.

We at HCES believe that college and career readiness begins in pre-kindergarten. We are committed to exposing every child at HCES to the various post secondary academic and career opportunities available to them. Faculty, family, community and university partners will clearly communicate what is necessary for college admissions, how to effectively set goals for postsecondary education, and how to access the available resources and information. Our rigorous academic program will ensure that students meet grade level standards so that our students are prepared for their future endeavors. These goals will be accomplished using a variety of activities throughout our students’ educational career as presented below.

Year Long
<ul style="list-style-type: none"> • Every classroom will adopt a college • Students will study location, admission requirements, college life, take virtual tours, and meet alumni, if possible • The culminating project will be a classroom created college brochure
AEMP College Week
<ul style="list-style-type: none"> • Alumni Day – Faculty will wear shirts from their alma mater and create a visual representation of their postsecondary experiences • Door Decorating contest- Classroom will decorate their doors to represent their College of choice • College Alumni Trivia Contest- A jeopardy like game with famous colleges’ alumni will be played

<p>throughout the week</p> <ul style="list-style-type: none"> • Career Day
<p>Integrated throughout the Curriculum</p> <ul style="list-style-type: none"> • College Geography – Student will identify college locations in the community (1st and 2nd grade), in Los Angeles (3rd grade), in California (4th grade) and in the United States (5th grade) • Field Trips – Students will visit University campuses at every grade level • Personal Progress and Evaluation (ILP) – An integral part of postsecondary education is the ability to self-monitor which is designed into the vision of Hillcrest Center for Enriched Studies

c. School Calendar/Schedule

HCES will follow the traditional LAUSD calendar of 180 days, with the same breaks and holidays. However, the school day will extend from 7:30 a.m. to 3:00 p.m. We will provide a minimum of 64,800 minutes of instructional time to all students. Students will be able to come to school two hours before the instructional day begins through Beyond the Bell’s “*READY, SET, GO!*” This program is intended to meet the academic and supervision needs of our elementary children during the critical period before school begins.

Primary Academy will consist of the lower grades, Pre-K to 2nd, and will have no more than 20 students per class. The Primary Academy focus will be literacy and numeracy. The Primary Academy will prepare students to become proficient and advance by the time they take the CST for the first time in 2nd grade. Once students are on or above grade level in Math and Language Arts, they will have all the skills required when entering the 3rd grade.

The upper grade academies consist of 3rd to 5th grade, each having a common curricular focus but also a distinct theme that is taught throughout. In collaboration with community organizations, students will receive at least one hour of instruction in a second-language, visual and performing arts, multi-media technology, civic responsibility, and music. Students who are performing below grade level will receive intervention support during the last block of the day. The teacher-student ratio throughout the campus will not exceed 20 to 1.

In addition, we will have the Youth Services and L.A.’s Best program, daily after-school, from 3:00 p.m. – 6:00 p.m. The Youth services will provide one hour of homework club, which includes 1:1 and small group assistance. After-which students will participate in extracurricular athletic activities. The L.A.’s Best program will provide one hour of tutoring the intensive focus students, homework club, nutrition facts, and science club with experiments, dance, drama, art, computer club, and team sports.

Teachers will meet once per week to share content knowledge and strategies, design curriculum and share instructional practices that support the school’s interdisciplinary approach to teaching and learning. Teachers will also be given at least two weeks of professional development during the summer to prepare for the upcoming school year and incorporate new researched-based strategies in the classroom.

HILLCREST CENTER FOR ENRICHED STUDIES

PRIMARY ACADEMY	MAGNET	PROGRAMS			ARTS & MULTI-MEDIA ACADEMY	
PreK-2	Music	Dual Language	Civic Responsibility		Visual & Performing Arts	Multi- Media Technology
		K				
	1	1				
	2	2	Boys	Girls		
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5

(Pre-K to 2nd Grade) Daily Schedule (Mon., Wed., Thurs., Fri.)

Time	Title	Notes
8:00 – 10:00	Literacy	
10:00 – 10:20	RECESS	
10:20 – 10:50	Literacy	
10:50 – 11:20	ELD	
11:20 – 11:50	MELD	
11:50 – 12:30	LUNCH	
12:30 – 1:30	Math	
1:30 – 2:00	Science/SOC	
2:00 – 3:00	Elective/Intervention	

(Pre-K to 2nd Grade) Daily Schedule

(Tuesdays Only)

Time	Title	Notes
8:00 – 10:00	Literacy	
10:00 – 10:20	RECESS	
10:20 – 10:50	Literacy	
10:50 – 11:20	ELD	
11:20 – 11:50	MELD	
11:50 – 12:30	LUNCH	
12:30 – 1:30	Math	

1:30 – 2:00

Science/SOC

(3rd – 5th Grade) Daily Schedule (Mon., Wed., Thurs., Fri.)

Time	Title	Notes
8:00 – 10:30	Literacy	
10:30 – 10:50	Recess	
10:50 – 11:20	ELD	
11:20 – 11:50	MELD	
11:50 – 12:50	Math	
12:50 – 1:30	LUNCH	
1:30 – 2:00	Science/SOC	
2:00 – 3:00	Elective/Intervention	

(3rd – 5th Grade) Daily Schedule (Tuesdays Only)

Time	Title	Notes
8:00 – 10:30	Literacy	
10:30 – 10:50	Recess	
10:50 – 11:20	ELD	
11:20 – 11:50	MELD	
11:50 – 12:50	Math	
12:50 – 1:30	LUNCH	
1:30 – 2:00	Science/SOC	

d. Athletic/Extracurricular Programs

Students at Hillcrest CES will have daily opportunities to participate in sports activities during recess, lunch, and P.E. Through our after-school program with L.A.'s Best, students will have opportunities to play and compete in all sports against students from other schools. Students enrolled in L.A.'s Best will also have an opportunity for extra curricular activities such as art, drama, dance, etc.

e. Safe and Respectful Campus

Administrators, teachers, staff, family, community, and students will partner to ensure a safe and respectful campus in multiple ways. Our students come to us with social and emotional needs that if left ignored, can interfere with their academic achievement. We have developed a Positive Behavior Support Plan that follows research based BEST practices developed at the University of Oregon and the National Center on Positive Behavior Intervention and Supports (www.pbis.org) This environment will be further personalized through each specific academy and program that will enable adults to know individual students well.

At HCES, we will expect the best from our students while preparing them to engage respectfully with people from different backgrounds. Character education, diversity appreciation, and conflict resolution will be integrated into the normal curriculum at all grade levels. Beginning in Kindergarten, students at HCES will be taught to respect each other and to take responsibility for ensuring a safe, secure, and respectful learning environment. All students will be taught and expected to model the District's Guiding Principles for the School Community: ***Respect, Responsibility, Appreciation of Differences, Honesty, Safety, and Life-Long Learning***. These guiding principles will be translated into behavioral expectations for each area of the school campus (cafeteria, playground, bathroom). The behavioral expectations will be clearly stated in positive, observable behaviors. Students will be taught these expectations on the first day of instruction.

To encourage positive behavior, a system of positive and negative consequences will be utilized. School wide positive consequences include Gold Slips (classrooms exhibiting meeting behavioral expectations when lining up, playing at recess, or eating lunch), Awards assemblies (for academic and behavioral performance) and "Caught Being Good" (following behavioral expectations in any setting). The negative consequences are designed to extinguish maladaptive behaviors on an individual basis. A three-tiered approach has been developed to reduce negative behaviors. Level A behaviors are those that require classroom support of the teacher. Level B behaviors are those that require the support of the discipline team, family and classroom teacher. Level C behaviors are serious offenses that must be dealt with by the administrative team.

In partnership with the Los Angeles Police Department, Community Build, and City of Los Angeles Commission for Children, Youth and Their Families, students will be supervised walking to and from school by Safe Passage and traffic safety will be heightened through our safety valet program which allows parents to drop students off at the curb while a volunteer welcomes each student to school each day. The administrator will develop and annually update the Safe School Plan while ensuring the school discipline code is distributed annually to all students, parents and employees. A Crisis Intervention Team and an established attendance plan in compliance with District policy will help maintain a safe and respectful campus. School culture is not a means to an end, but an end in itself.

f. Meeting Health Mandates

Hillcrest Drive Center for Enriched Studies will continue to follow all guidelines of *California Education Code Section 49423* and *California Education Code Section 35183.5* as they pertain to our student population. (i.e., administration of medication, tuberculosis clearance, physical examinations, pupils with temporary disabilities, communicable disease prevention, and school-based medical services.)

Students with disabilities/medical conditions under Section 504

Section 504 requires that students with disabilities be provided a free and appropriate public education (FAPE), a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of

students without disabilities. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan will be developed and will indicate the accommodations, supplementary aids and/or services that are to be administered in assisting the student in accessing the general education program.

As per the *Individuals with Disabilities Education Act (IDEA)* regulations, the Hillcrest Drive Center for Enriched Studies will provide all required services as specified on a child’s IEP at no cost to parents. The health related services for students with disabilities include both assessment and the treatment(s) specified on a student’s Individual Education Program (IEP) including: audiology, counseling, nursing services, occupational therapy, physical therapy, speech therapy, and transportation related to these services. We will continue to adhere to IDEA and its requirement to provide students with disabilities with a free and appropriate public education (FAPE).

g. Meeting Nutritional Needs

Hillcrest Center for Enriched Studies will continue to execute LAUSD’s current lunch program, Café LA. In 1946, Congress recognized the need for a permanent program to that would provide schools with funding for student

	2008-2009	Projected 2010-2011	Projected 2011-2012	Projected 2012-2013	Projected 2013-2014	Projected 2014-2015
CST(API)	600	642	685	733	784	838
Attendance	93.2%	95%	98%	98%-100%	98%-100%	98%-100%
Suspensions	6.9%	4%	2%	0-2%	0-2%	0-2%

lunches. Legislation was implemented as the “National School Lunch Act” and is designed to “encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in aid and other means, in providing an adequate supply of food and other facilities for the establishment, maintenance, operation and expansion of nonprofit school lunch programs.”

Café LA’s programs are part of the long history of the National School Lunch Act that was created by Congress in 1946. At Café LA; students receive nutritionally balanced, low-cost or free lunches each school day. The meals and services provided by Café LA are an important part of the overall education experience and enhance student’s ability to learn. Families may apply for free or reduced meal benefits. This must be done every school year within the first 30 days of the beginning of the academic school year. Over the years the mission has always remained the same, “to safeguard the health and well-being of the Nation’s children.” Café LA is supported solely by federal and state reimbursements for meals served. Please view [USDA National School Lunch Fact Sheet](#) for more details or visit the [USDA](#).

Part 4. ASSESSMENTS AND SCHOOL DATA

a. Educational Goals and Metrics

*All percentages from 2010-2015 are the projected goals for all student groups.

CST Trends

ELA

Math

Subgroup	% Proficient & Advanced						% Proficient & Advanced					
	2008-2009	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2008-2009	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	20.2%	30%	40%	50%	60%	70%	26.9%	33%	40%	47%	54%	64%
African American	19.5%	26%	33%	40%	47%	54%	24.2%	30%	37%	44%	51%	60%

Hispanic	19.3%	26%	33%	40%	47%	54%	28.6%	35%	42%	51%	60%	67%
White												
Socio-Econ Disadv	20.5%	30%	40%	50%	60%	70%	27.4%	34%	41%	50%	57%	64%
English Learner	10.5%	20%	30%	40%	50%	60%	21.3%	30%	37%	44%	51%	60%
SWD	0.0%	0.5%	10%	10.5%	11%	11.5%	5.4%	6%	6.5%	7%	7.5%	8%

*All percentages from 2010-2015 are the projected goals for all student groups.

e. Data Team and Instructional Team

Performance-driven systems rely on a systemic approach to making continuous improvement to instruction to ensure that all students are learning and progressing in master of grade level content standards. The focus of continuous improvement in instruction requires that HCES have in place systems to engage teachers, administrators, and the data and instructional teams in a continuous cycle herby performance data are frequently gathered, shared, analyzed, and used to inform what it taught to students can be differentiated. The data and instructional teams build a foundation of effective data use to improve decision making, instruction, and student learning outcomes at Hillcrest Center for Enriched Studies.

1. Building a foundation for data-driven decision making where student achievement goals are established. Specific achievement goals are set at the school and classroom levels that are measurable, attainable, realistic, and time-bound. All goals can be articulated clearly by teachers, administrators and students.
2. Creating a culture of data use and assessment literacy. A common language and shared understanding of how data re used to inform, improve and differentiate instruction is established. Explicit norms and expectation regarding the use of data will be non-negotiable, and the administrators will promote mutual accountability for data use among teachers, the data and instructional teams, and the school.
3. Selecting the right data to best inform the work of teachers and administrators. Utilizing a mix of data to include formative assessments aligned to grade level content standards, summative student achievement data, instructional practices and goal implementation data. These data are critical to informing instructional, curricular, resource allocation and planning decisions for the school.
4. Building school capacity for data driven decision by empowering and organizing teachers and administrators to use data to inform instructional decision-making. The data and instructional teams will develop teacher capacity and skill sets for data use and analysis through investment in professional development, support for teachers, in how to use data and modeling data use and data discussions, and by providing times for teachers to regularly collaborate at grade level and cross grade level teams meetings.
5. Examining, analyzing and acting on data to create systemic improvements in all classrooms. Instruction is examined to inform what current practice looks like, and how it relates to effective practice for student learning. Action is taken to develop a plan to improve instruction, to assess whether the changes put in place have impacted student learning outcomes. Both action plan and changes are monitored and assessed for effectiveness and their direct impact upon student learning and student learning outcomes.

Hillcrest Center for Enriched Studies will establish a Response to Instruction and Intervention (RtI²) Problem Solving Team to include teachers, administrators, instructional coaches, coordinator, support services providers, and partnership member. Using the Response to Instruction and Intervention (RtI²) model of problem identification, problem analysis, designing mad monitoring of interventions, and the evaluation of response to instructional and intervention, the team will review instructional, curricular, and behavior data to identify trends and patterns to determine their significance or meaning, and to articulate underlying insights to inform professional development opportunities and instructional practices. The RtI² team will gather qualitative and quantative data through the use of data protocols to begin interventions and instruction for students and/or professional development for teachers. The team will continually monitor the progress of the interventions, using formative assessment data to drive the evaluation.

Collaborative: Put in place structured opportunities for single grade level teams and multi-grade level teams to meet and analyze data, develop lessons, determine next steps, determine professional development needs, establish long-term and short-term goals, develop rubrics, benchmarks, and criteria charts.

Based on analysis, collaborative teams will:

- Understand what current practice looks like, and how it relates to effective practice for student learning. Design a professional development plan based on current research-based practices
- Create a blueprint in which standards and instructional scope and focus are identified
- Teachers develop an action plan incorporating best practices and resources to improve instruction and participate in a reflective process to facilitate long-term planning
- Student and teachers work together on goal-setting around standards mastery
- Collaborative teams meet regularly to assess and analyze qualitative and quantitative data in addition to teacher practices and effectiveness.

Data Systems: Hillcrest Center for Enriched Studies will participate in the Los Angeles Unified School District Report Card program. The administrators will be responsible for completing all reports and disseminating stakeholder group satisfaction surveys for the Report card. Administrators at the school will be responsible for administering all school-designed surveys to staff, parents, and students to measure their satisfaction with the school’s academic policies and programs, culture, environment, and safety.

b. Student Assessment Plan

Hillcrest Center for Enriched Studies will use multiple forms of assessment to determine student progress in meeting state standards in Language Arts, Mathematics, Social Studies, and Science. Data from the assessments will be used to modify curriculum and drive instructional practices. An on-going assessment plan has been designed to identify students’ needs, monitor progress, and intervene early so that all students can be given the necessary supports to achieve grade level standards. Administrators, teachers, students, and faculty will be responsible for each student’s success. The outline of the assessment plan follows below:

Kindergarten-2nd Grade

Assessment	Type of Assessment	Frequency of Use	Rationale for Selection	Assessment Provider
Initial Benchmark Checklist	Summative	Once- Beginning of the year	Initial assessment of ELA/Math grade level readiness skills	School created
CELDT	Summative	Beginning of School Year	To determine ELD level	California Department of Education
Teacher Running Records	Formative	Daily/Weekly	To monitor progress of reading fluency and strategy use	Teacher Created
ELA/Math Benchmark Checklist	Formative	Beginning of the year, mid-year, and end of the year	Monitoring progress of the grade level standards	School created based on existing District assessments
Writing Prompt from OCR	Formative	Every six weeks (4x)	To assess writing needs	SRA OCR unit assessments
SOAR	Formative	Kinder (4X) 1 st -2 nd Every 6 weeks	To monitor progress on ELA standards	OCR 2002 unit assessments
EnVision Math	Formative	End of each topic	To monitor progress toward math grade level standards	EnVision Math
Math Periodic Assessments	Formative	Quarterly	To monitor progress on math grade level standards	LAUSD
Student Portfolio and other	Formative/ Summative	3x a year	Identify progress toward grade level standards	Teacher created

authentic assessments				
Performance Task Project presentations	Summative	3x a year	To determine core content competencies	School created
ILP (Individual Learning Plan)	Formative	Weekly	To determine attainment of individual goals and grade level standards	Teacher and student created
CST (2 nd)	Summative	End of Year	Mastery of grade level standards	California Department of Education

3rd-5th Grade

Assessment	Type of Assessment	Frequency of Use	Rationale for Selection	Assessment Provider
Initial Benchmark Checklist	Summative	Once- Beginning of the year	Initial assessment of ELA/Math grade level readiness skills	School created
CELDT	Summative	Beginning of School Year	To determine ELD level	California Department of Education
Teacher Running Records	Formative	Daily/Weekly	To monitor progress of reading fluency and strategy use	Teacher Created
ELA/Math Benchmark Checklist	Formative	Beginning of the year, mid-year, and end of the year	Monitoring progress of the grade level standards	School created based on existing District assessments
Writing Prompt from OCR	Formative	Every six weeks (4x)	To assess writing needs	SRA OCR unit assessments
SOAR	Formative	Every 6 weeks	To monitor progress on ELA standards	OCR 2002 unit assessments
EnVision Math	Formative	End of each topic	To monitor progress toward math grade level standards	EnVision Math
Math Periodic Assessments	Formative	Quarterly	To monitor progress on math grade level standards	LAUSD
4 th and 5 th Science Periodic	Formative	Every 6 weeks	To monitor progress to science grade level standards	LAUSD
Student Portfolio and other authentic assessments	Formative/ Summative	3x a year	Identify progress toward grade level standards	Teacher created
Performance Task Project presentations	Summative	3x a year	To determine core content competencies	School created
ILP (Individual Learning Plan)	Formative	Weekly	To determine attainment of individual goals and grade level standards	Teacher and student created
CST	Summative	End of Year	Mastery of grade level standards	California Department of Education

c. Data Team and Instructional Team: Hillcrest Center for Enriched Studies administrators, teachers, and counselors will review results of formative and summative assessments on an ongoing basis to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school

components. Classroom teachers will be given time weekly to analyze data and create SMART goals based on areas of assessment that indicate student need. Administration will review the data to support classroom teachers as needed.

Performance-driven systems rely on a systemic approach to making continuous improvement to instruction to ensure that all students are learning and progressing in master of grade level content standards. The focus of continuous improvement in instruction requires that Hillcrest Center for Enriched Studies have in place systems to engage teachers, administrators, and the data and instructional teams in a continuous cycle whereby performance data are frequently gathered, shared, analyzed, and used to inform what is taught to students can be differentiated. The data and instructional teams build a foundation of effective data use to improve decision-making, instruction, and student learning outcomes.

Hillcrest Center for Enriched Studies will establish a Response to Instruction and Intervention (RtI²) Problem Solving Team to include teachers, administrators, instructional coaches, coordinator, support services providers, and partnership member. The RtI² team will gather qualitative and quantitative data through the use of data protocols to begin interventions and instruction for students and/or professional development for teachers. The team will continually monitor the progress of the interventions, using formative and summative assessment data to drive the evaluation.

d. Data Systems

The Modified Consent Decree (MCD) requires that Hillcrest Center for Enriched Studies utilizes the District data systems including ISIS and Welligent. All stakeholders understand the importance of coordinating with LAUSD to uphold the thirteen tenets of the MCD. HCES will fully utilize the Integrated Student Information System (ISIS) to track student records, identify services, and to keep important student information. This will allow the District to share the data stored at the school site. All data entered into ISIS will be monitored and verified on a weekly basis. Most of the pertinent data for complying with MCD is generated by the IEP process and housed in the Welligent System, which shares data with ISIS. The special education team is cognizant of the MCD goals in writing IEP, conducting IEP meetings, and instructing students with special needs. The team will meet monthly to review student data, monitor progress, determine specific needs, and interventions.

e. LAUSD Report Card:

Hillcrest Center for Enriched Studies will utilize the Los Angeles United School District Report Card Program. The administrative and leadership team will be responsible for completing all reports and distributing stakeholder group surveys for the Report Card. The school will administer school-designed surveys to all stakeholders to assess their satisfaction with the school's academic policies and programs, culture, environment, and safety. The results of the District report card and school-based surveys will be shared with the parents and community at meetings and newsletters. The results will also be analyzed during professional developments to inform teaching practice and school policy.

f. Research and Evaluation

Hillcrest Center for Enriched Studies agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations to capture, learn, and replicate best practices. This may include survey or interviews with teachers and parents to understand factors associated with student performance.

g. Operational Goals and Metrics

Hillcrest Center for Enriched Studies will continue to be part of LAUSD, fulfilling all financial solvency issues. Through the use of QEIA funds our student-teacher ratio will be capped at 20 to 1. We are committed to improving student success, supporting the school's mission and meeting the objectives. HCES will engage in an accountability process that reviews the major components of the school's operations. These components consist of financial management, the performance of the governing board, facilities, student attendance, teacher retention, staffing, professional development, and parent and community engagement and satisfaction. We will also continue to work with the special education division to ensure compliance with the modified consent decree.

Financial management and performance

Goals: The governing board believes in a sound financial infrastructure that adheres to the financial policies and procedures that are set forth and approved by LAUSD.

Measures: This includes full public accountability and transparency of all financial reports and data, including but not limited to restricted funding, accounting software used by the school, the school's safeguard of assets, attendance accounting and/or ADA, and funding documentation. The governing board will continue to evaluate policies throughout the year to establish both short- and long-term plans.

Strength and stability of leadership, governance and personnel

Goals: The governing board and/or leadership team will support all aspects of the schools' operations including but not limited to student achievement, student academic growth overtime, financial welfares, operational efficiencies, and organizational development.

Measures: Within the first 2 years, board members will have acquired experience in Board Leadership Governance. The board will establish regular opportunities for all stakeholders to address administration and the board. This will be measured by parent meetings, surveys, and school visits. The governing board or the school administration will provide regular public reports on school's progress towards achieving its goals to school community and LAUSD.

Facilities and other operational management

Goals: The Hillcrest Center for Enriched Studies will strive to make the campus a safe, secure, orderly and comfortable environment that is encouraging and inviting for children to attend daily.

Measures: During the first 2 years, a needs assessment will be conducted to identify future renovations to the existing facilities to support the current educational program in place.

Attendance and Teacher retention

Goals: Students will continue to keep a 95% and above in-seat attendance count with the support of the classroom teachers' daily instruction and motivation. Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.

Measures: The school will continue to effectively utilize the services of school's PSA counselor, school psychologist, school counselor and the support staff to monitor and address student needs in order to maintain a high ADA. The teacher retention rate will be at least 90% each year. All teachers will consistently earn satisfactory ratings on regular classroom observations by the Principal and/or leadership team. At least 80% of parents responding to annual surveys will indicate satisfaction with teachers at our school.

Staffing and professional development

Goals: Teachers will participate in professional development activities to learn how to use more culturally relevant pedagogy in their daily instruction. Through professional development, teachers will continue to develop their expertise in the area of reading instruction and learn more about the various learning modalities of different student.

Measures: 90% or more of the teaching staff will have a teaching credential in the subject they teach or a multiple subject credential and at least two years of teaching experience. The school will earn satisfactory ratings from at least 90% of the faculty on a survey administered each semester to assess professional satisfaction. At least 90% of teachers responding to monthly surveys will indicate satisfaction with professional developments being provided at our school.

Administration will continue to make every effort to recruit educated paraprofessionals and encourage all staff members to complete their degrees and/or some form of higher education.

Parent and community involvement and Parent and student satisfaction

Goal: Parents will see themselves as partners in their children's education and will be active participants in the life of the school. Parent involvement policies will involve an on-going communication line between the school and parents.

Measures: At least 80% of parents will participate in report card pickup days and the quarterly parent/teacher conferences. Parents will also attend student exhibits, performances, academic fairs and other event. At least 20% of parents will volunteer at least 15 hours per year for the school, and at least 50% of parents will volunteer at least 10 hours per year. This will be supported by the many parent meetings, which include the School Site Council meeting, the English Learner Advisory Committee and the Compensatory Education Advisory Committee.

Hillcrest Center for Enriched Studies agrees to comply with applicable provisions of NCLB and the requirements of the Modified Consent Decree (MCD). To ensure proper policies are being adhered to regarding students with disabilities and meeting the students' needs, an on-going monitoring component will be in place with the use of the School-wide Integration Checklist required by LAUSD. With data monitoring and a School Quality Review in place, HCES will be able to document the goals set and track the quarterly and yearly progress of the school's overall performance.

Part 5. PROFESSIONAL DEVELOPMENT PROGRAM

a. Professional Development (PD): The Hillcrest Center for Enriched Studies will place a high priority on PD to expand upon teachers' content knowledge and effective instructional practices with the ultimate goal of improving student achievement. In order to meet the school's goal of academic proficiency for all students, teachers must be supported in their execution of the vision and mission with a comprehensive professional development plan. PD activities will be on going and driven by student data to provide teachers with time to evaluate student work, collaborate with colleagues and self-reflect. It is critical that HCES has autonomy over PD in order to provide teachers with a strong base of knowledge in:

- The Academic English Mastery Program (AEMP);
- Mainstream English Language Development (MELD);
- English Language Development (ELD);
- Culturally Relevant and Responsive Pedagogy
- Standard-based teaching and assessment in core content areas (literacy, mathematics, science, and social studies) using the six Key Access Strategies;
- Academy specific project-based learning (dual language, music, arts/multimedia, and civics).

Internal Professional Development goals and strategies: Internal PD will take place during banked time on Tuesdays where teachers will be engaged in instructional capacity-building activities. The 1st Tuesday of each month will be devoted to whole staff learning activities as outlined below:

Type of PD	Timeline	Facilitated By	Learning Outcomes
Classroom management and discipline	In the beginning of the year and ongoing	<ul style="list-style-type: none"> ▪ Discipline dean team ▪ Lead teachers ▪ Administration 	Increased instructional time to meet academic goals
Literacy	Ongoing	<ul style="list-style-type: none"> ▪ Reading Recovery teachers ▪ Lead teachers 	Improved student achievement in formal and performance based assessments
Mathematics	Ongoing	<ul style="list-style-type: none"> ▪ Math Coach ▪ Lead teachers 	Improved student achievement in formal and performance based assessments
MELD	Ongoing	<ul style="list-style-type: none"> ▪ GSAT Teacher-Facilitators 	Application of research-based approaches and strategies that build on the learning styles and strengths of SELs to facilitate the development of listening, speaking, reading and writing
ELD	Ongoing	<ul style="list-style-type: none"> ▪ Dual language teachers 	Application of SADIE strategies in all content areas; Re-designation of EL students by end of 5 th grade
Science/Social Studies	Ongoing	<ul style="list-style-type: none"> ▪ Science and Civics lead teachers 	Evidence of subject specific content instruction; Improved student performance on science formal and performance-based assessments
Habits of mind	Ongoing	<ul style="list-style-type: none"> ▪ Lead teachers 	Evidence of Habits of Mind incorporated in all content areas
Working with students with special needs	Ongoing	<ul style="list-style-type: none"> ▪ Special education teachers 	Mainstreaming of students with special needs; Improved achievement for students with special needs.
Accelerated learning	Ongoing	<ul style="list-style-type: none"> ▪ Lead teachers 	Identification of GATE students and evidence of instructional strategies to meet their learning needs
Academy specific	Ongoing	<ul style="list-style-type: none"> ▪ Academy lead teachers 	Evidence of project based learning in academies

During the remaining PD time on Tuesdays, teachers will be given quality time to improve instruction and student learning through meaningful collaboration as outlined below:

Day	Type of PD	Learning Activities	Facilitated By
2 nd Tuesday	Grade-level Student Achievement Team (GSAT) specific	<ul style="list-style-type: none"> ▪ Critical friends group focused on literacy and math instruction ▪ Analysis of student work ▪ Planning lessons and strategies to address student needs based on research and data ▪ Peer coaching ▪ Reflective Dialogue 	GSAT Teacher-Facilitators
3 rd Tuesday	Academy specific	<ul style="list-style-type: none"> ▪ Analyze academy data ▪ Lesson plan using backwards mapping – moving from 	Academy Lead Teachers

		standards to project-based learning experiences where students demonstrate mastery of the standards	
4 th Tuesday	Grade Level Collaboratives (GLCs)	<ul style="list-style-type: none"> ▪ Reflective Dialogue ▪ Professional Learning Community – culturally relevant literacy circles ▪ Application of culturally relevant pedagogy using GLC Instructional Units ▪ Reflective Dialogue 	Grade-level Chair or GSAT Teacher-Facilitator

External Professional Development goals and strategies: To foster a community of experts, each teacher will create a professional growth plan and will be required to participate in the larger state, regional, and national learning community through self initiated external professional development. Each teacher must choose at least one of the activities below and this work will be included in their evaluation process.

IPDP Activities	Outcomes
Reading Recovering	Teachers will be trained to run the pull out intervention program for at risk first grade students and train teaching staff how to implement the strategies from this program into the literacy curriculum.
National Board (NBCT) Take 1	Research shows that the certification process is a highly effective professional development process that is linked to improved standardized test scores as well as broader definitions of learning.
Academy Specific	Teachers use district programs offered on Learning Zone such as APOLO, and U.P.D.A.T.E. as well as community resources including UCLA Extension, Inner-City Arts, The California Science Center, etc. to enhance their knowledge in project based learning for academy specific content.
AFT Educational Research and Dissemination (ER&D)	Teachers specialize in different strands including: Beginning Reading Instruction; Reading Comprehension Instruction; Thinking Mathematics 1-3; School, Family, And Community; And Managing Anti-Social Behavior.
Academic English Mastery Program/AEMP	ALL instructional personnel will attend the summer institute, fall educational seminars, annual conference and additional PD opportunities to deepen understanding and implementation of the Program.
Other	May include attending educational conferences, work in a masters or doctoral program, or an action research project

b. Teacher Orientation: In order to prepare all teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction, the Instruction Team (Academy Lead Teachers, Grade Level Chairs, and GSAT Teacher-Facilitators) will begin planning for the school year the third week in August (two weeks prior to beginning school). They will: review data; plan the PD activities for the teaching staff orientation; map out the whole school professional development for the year; and begin backwards mapping for project based learning.

The rest of the teaching staff will begin work in the fourth week of August (one week prior to beginning school). They will engage in the following activities: setting norms and expectations for the school year; participating in PD as outlined by the Instruction Team; reviewing data; determining grade-level literacy, math, and ELD grouping; continuing the backwards mapping for project based learning; preparation of room environment; and developing their IPDP.

c. PD Calendar: HCES will follow the LAUSD Single Track Calendar for the 2010-2011 school year.

- Teachers will have daily planning time from 7:30-8:00 am, which will be used for individual teacher preparation with the flexibility for grade-level or academy emergency meetings
- Tuesdays meetings (2:00-4:00 pm) will rotate between GSAT, Academy Teams, and Grade Level teams, as described above, for building instructional capacity
- Monthly Minimum days will be used for whole-staff operational and content meetings

d. Program Evaluation: Using a matrix from the National Staff Development Council, the PD program will be evaluated by the instruction team, administration, and the governance board, and modified as needed to support teacher practices as they relate to student needs. Evaluation and modification will occur on an ongoing basis as determined by student achievement, teacher evaluation, and feedback.

Part 6. PROFESSIONAL CULTURE

a. Professional Culture: Professional culture describes the “Professional learning community” (Dufour, 2004) developing a culture of success with a system of shared values, beliefs, and attitudes where the focus is on student learning, collaborative work and accountability for results. The vision, mission, and philosophy of HCES will frame all that we do. To ensure that we are all on one-accord, the cultural relevant and responsive training includes addressing the attitudes, beliefs, and perceptions of our staff in order to eliminate any deficit thinking concerning the population of students and the community that we serve.

As outlined in the section above, teachers will work together on a weekly basis, and as needed on a daily basis, to collaborate on meeting student needs. Academy lead teachers will sit on the governance board to make school-wide decisions and are responsible to get teacher input as part of the decision making process. Based on interest and qualifications, teachers can decide which academy they want to teach in. In order to create continuity, they will remain within that academy for three years with the option to move into another academy at the end of that school year provided there is an opening. All teachers will be assigned a “critical friend” within their academy with whom they will peer coach and co-teach with on an ongoing basis for support. To sustain a Professional Learning Community the Instructional Team will select a literacy title that supports the implementation of the vision, mission, and philosophy of HCES, to be read by all members of the certified staff and one chapter discussed per monthly Grade Level Collaborative meetings.

b. Evaluation: Teachers will be evaluated by administration with the traditional Stull process that has been aligned with the Culturally Relevant and Responsive Education (CRRE) Quality Indicators, and through the use of professional portfolios. Teachers will be formally evaluated by administration twice a year, once in the fall and once in the spring. New teachers and teachers who are identified as struggling will be assigned a mentor teacher who will provide these teachers with ongoing support, inside and outside of the classroom, and help them find additional PD opportunities to support their professional growth. Additionally, teachers will be required to create and maintain professional portfolios that document their professional growth plan, instructional activities, student work analysis, and academic progress of English Learners, Standard English Learners, and special needs students. These portfolios will be included as part of the spring evaluation process.

c. **Feedback:** Feedback will be collected by the Instructional Team on an ongoing basis in the form of surveys, interviews, and ratings through a confidential process and delivered to administration. Feedback will be used to help shape future PD activities that address identified areas of deficiencies.

Part 7. SERVING SPECIALIZED POPULATIONS

7.a.Specialized instruction: Students who are identified or show potential of being gifted will be clustered by grade level for differentiated instruction. Open-ended, inquiry and instruction as well as problem-based learning projects ensure the full potential of each GATE student is maximized. The GATE program is integrated throughout the curriculum, including language arts, English Language Development, mathematics, science, history-social studies, and the visual-performing arts. Based on The Individuals with Disabilities Education Act (IDEA) it is required that students with disabilities have a continuum of placement options that is least restrictive and will meet their individual needs. Students with disabilities attending HCES will be included within the instructional curriculum and various academies that HCES has to offer according to their individual needs. Students will be assessed based on their current IEP goals and the grade level standards that they address. There will be ongoing monitoring of student progress. Special educators will remain a part of the instructional and or leadership team. Administration will have a clear understanding of the student needs. Administration will ensure adequate staffing in personnel based on the needs of the students with disabilities and the student population of the school. Special educators will have adequate professional developments and technical assistance based on the needs of the teachers. This will include the proper procedures for conducting meetings for Individualized Educational Plans (IEP) and writing proper and district approved IEPs, based on the policies and procedures manual of L.A.U.S.D. and the Modified Consent Decree. Services and resources such as shelter referrals, clothing, and food give-a-ways are provided for homeless families.

7.a.i. Special Education: To meet the needs of all at-risk and special education students, the language arts curriculum will follow the LAUSD prevention/intervention framework. Tier 3 students will receive intensive reading intervention using L.A.U.S.D. approved reading programs such as Voyager: Passport to Reading and SRA Breaking the Code. Each of these programs addresses multi-learning modalities which is crucial in the education of students with special needs and at-risk students. The reading intervention programs provide daily small-group reading instruction at an age-appropriate level with built in assessments and progress monitoring tools. The district approved math intervention program used is TouchMath which is a multi-sensory program that uses touch points to engage students of all abilities and learning styles. TouchMath's step-by-step approach gives students with disabilities the opportunity to gain a greater concept of basic math fundamentals in counting, adding, subtracting, place value, multiplication, division, money, time, word problems, shapes, and pre-algebra. These intervention programs will be used during the students' intensive instructional time block. HCES is committed to following the District's Special Education Policies and Procedures Manual and the terms required by the Modified Consent Decree.

7.a.ii. Students with Disabilities: Administration will support and comply with federal mandates of integrating students with disabilities. Ninety percent (90%) of all students with disabilities will integrate into the various academies based on their present performance level and/or interest. The varying academies along with the general education curriculum will also be incorporated within the special education program and daily schedule. Special educators will provide support within the various academies at the various levels of co-teaching and/or team teaching. Special educators will collaborate with general educators focusing on consistent teaching strategies across the grade levels.

7.a.iii Extended School Year (ESY): Hillcrest Center for Enriched Studies will provide extended school year services to eligible students with disabilities. The ESY services will utilize current data of student performance level and will design research-based instruction according to the students' needs.

7.a.iv. English Language Learner and Standard English Learners: Language serves as the foundation for learning and success in school. Therefore, mastery of academic or mainstream American English – the language of instruction in most American schools – is essential if we are to ensure that all students have equal access to the educational curriculum, and equal opportunities for post-secondary education and career options.

Teachers who work with **English Language Learner (EL)** students have been trained on the implementation of the English Language Development (ELD) Practicum and the Task Based Language Teaching (TBLT) – Enhanced Lessons to be used with the District mandated ELD program, Into English! This program incorporates scaffolding for student ELD levels within the lessons themselves and it allows extended time for instruction of the assessed lessons. There are built in scaffolds for the oral, written, and reading portions, while asking individuals to push themselves to the next production level. Teachers will work in grade level teams to “team teach” during ELD instruction in order to facilitate meeting the needs of the students. Also on staff are several teachers who have been through the trainer module and are able to train other staff members on the ELD Practicum lessons. They are a resource for teachers who may have questions about the lessons or who wish to refresh their own learning. Combining the ELD Practicum, the TBLT lessons, and use of the ELD Portfolios, teachers will be better able to meet the needs of our ELD student populations. The Language Appraisal Team will recommend students who need to receive more focused and intense ELD instruction to help meet the goal of progressing one ELD level per school year. This will allow more students to be re-classified in a timelier manner.

Grade-level Student Achievement Team (GSAT) teacher-facilitators have been trained to work with and meet the needs of **Standard English Learners (SELs)**, those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school i.e. standard American or academic English. The four SEL student populations identified by **The Academic English Mastery Program (AEMP)** are **African-Americans, Mexican-Americans, Native-Americans, and Hawaiian-Americans**. These students are generally classified as “English Only” because their home language incorporates English vocabulary though it also embodies phonology, grammar, and sentence structure rules transitioned from indigenous languages other than English including African languages, Native American languages, Hawaiian languages and Latin American Spanish. AEMP provides on-going, monthly comprehensive professional development for all teachers, administrators, and paraeducators to build knowledge on establishing Culturally and Linguistically Relevant and Responsive classrooms and school learning environments. These ongoing, professional development opportunities promote a belief of validating and affirming the histories and cultures of SELs, validating home languages, and preferred learning styles and strengths of SELs and provides strategies on how to build on these cultural assets to scaffold student mastery of Standard Academic English in oral and written forms to bridge their access to rigorous core instruction. Implementing instructional strategies in the classroom that empower Standard English Learners’ access to the core curriculum requires the implementation of instructional strategies that facilitate language, literacy, and learning in non-traditional ways. These instructional practices and methodologies represent what is referred to as Mainstream English Language Development (MELD) and is assessed through use of the MELD Portfolios. MELD instruction utilizes SDAIE methodologies to support the acquisition of school language and literacy, contrastive analysis instruction, employs a balanced literacy approach, and incorporates culturally authentic literature. Taken collectively, these approaches provide the type of educational support outlined in Tenet 2 of the District’s Action Plan for a Culturally Relevant Education.

7.b. At Risk Students: The MyData system will be utilized to identify students most at risk and the areas in need of focus. The staff at HCES will collaborate with LAUSD’s Dropout Prevention and Recovery program, which employs a proactive and personalized approach to reaching students. Through a variety of integrated, innovative initiatives, the program provides at-risk and dropped out students with the assistance, counseling and resources to pursue alternative educational pathways to earning a diploma. We will also adopt LAUSD’s Discipline Foundation Policy and actively implement a consistent school-wide positive behavior support discipline plan. The school level plan will be consistent with the *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. This will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.”

Following the LAUSD Rt² Policy Bulletin, instructional support will be tiered according to the needs of the students. Students experiencing extreme difficulty in learning to read in the Primary Academy will be taught by two Reading Recovery teachers at the first grade and beginning second grade levels. These children will receive daily 30-minute lessons with a Reading Recovery teacher for 10-17 weeks, depending upon the child. Children exiting the program after this intensive help will be reading at grade level. All students will be engaged in a daily comprehensive literacy program where teachers will be utilizing researched and proven literacy teaching strategies. This program will include immersion in the authentic use of language to learn augmented with direct instruction lessons about language. Teacher

aides, parent volunteers and Dorsey High School students will be available in each classroom to assist the teacher with individual and small group instruction in reading and writing. All students will receive Keep Books that are leveled books for home use and building of home school libraries. In addition, all students will be able to enroll in afternoon tutoring programs taught by classroom teachers, Connect with Reading, LA's Best, Youth Services and Beyond the Bell. Students will also be partnered with a reading buddy from Dorsey High School with whom they will read and be read to from 3-5 times weekly.

Part 8. FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

The Hillcrest Uplifted has had many meaningful meetings with our parents, community, and community groups over the past few months in compiling the information for the HCES plan (see appendix for specific dates.) Our parents have been full partners in the process that has led to the formation of this document. All viewpoints, opinions, and comments have been folded into this work and in this collaboration, we have the parents' full endorsement in this process. The petitions attached will show that the parents and community members believe that this is the best option for their students and feel our plan will produce exceptional scholars second to none.

a. Identification

The school is located in the center of low-rent high-density apartments in the Crenshaw District, a predominantly African American and Latino American urban area of Los Angeles. This neighborhood, officially named Baldwin Village, has been labeled *The Jungle*, originally nicknamed so because of the lush tropical vegetation that once encompassed the area. *The Jungle* is now known for its supplementary definition, a neighborhood where one has to fight against gang violence, drugs, racial tensions, and poverty for survival.

Hillcrest Drive Elementary is a PHABAO and Title 1 school that reflects the changing demographics of the city of Los Angeles. A closer look at our student population reveals that: 8% of the students receive special education services; 36% are English Learners (EL); 1% gifted and talented; and based on the free/reduced lunch program 92% are identified as economically disadvantaged. The school has a student transience rate of 43%. (LAUSD.NET) Thusly, this proposed school design aligns with the diversity and needs of our student population, their families, and surrounding community.

Community Assets: Important community-based services and resources within the HCES area are: Los Angeles Public Library; Lula Washington Dance Theatre; Debbie Allen Dance Academy; medical clinics The Urban League; Los Angeles Fire Department; The Baldwin Hills Mall; Magic Johnson Theatre; and the Jim Gilliam Park. Community members and former students work in the school as aides, teachers, support staff and LA's Best employees.

Our Team's History and Experience in the Community: Hillcrest Drive Elementary has been a bridge between parents and community to provide resources and a central point of information within the community hosting community fairs, math and literacy nights, career day, writer's fair, and food drives. Services provided to combat the violence in the neighborhood brought on by the proliferation of the Black P. Stone gang and other obstacles faced by our students, who are of low socioeconomic status are: LA Best after-school enrichment program; Second Chance Breakfast; Safe Passage; uniforms, shoes, and backpacks from School Bell; and counseling services – psychologists, counselors, psychiatric social workers – for students and families in need.

b. Family and Community Engagement

Empowering Parents-As-Partners acknowledges parents as a vital link in the school community and empowers them to play a key role in the education of our students. Tenet IV of the Los Angeles Unified School District's *Action Plan for a Culturally Relevant Education that Benefits African American Students and All Other Students* calls for substantive engagement and involvement of African American, Latino, and other parents in the education of their children. HCES will expand its **Parent Information Center (PIC)** to provide a comfortable space for parents when they visit the school, to give information about the school's academic and support services offered in house and in the community. PIC is operated parent representatives who attend bi-monthly workshops on student advocacy, leadership, homework assistance, and nutrition. These workshops are sponsored by the Academic English Mastery Program (AEMP) and facilitated by a SEL Specialist. The parent representatives will be responsible for bringing back information and materials to conduct workshops for other parents and community members, and to set up and maintain culturally relevant artifacts and realia in the Center.

The **PIC** welcomes parents to work together to improve the school and to enhance student learning and development at school and at home. Language translators are available to assist families as needed. Parent and community volunteers will be recruited to help out in the school to provide clerical and educational support such as: cutting, stapling, duplicating, covering books, helping out in the cafeteria, yard, restrooms, hallways, office, to work special events and/or on a regular basis to tutor and mentor, etc. Parents will also be involved, individually and collectively, in making decisions about the goals and standards for their children and their schools, and in the developing of parent leaders and representatives. This design parallels Joyce Epstein's (John Hopkins University) parent, school, and community involvement model: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community. To ensure frequent and ongoing engagement of parents HCES will establish a school Community Outreach team consisting of the Principal, Parent Center Representatives, a Community Representative, PSA Counselor, Counselor, School Psychologist, Nurse, and Coordinators. They will maintain on-going communication and coordinate services within the community to meet the unique needs and interest of the community we serve.

HCES's vision for engaging itself as a pillar within the community is to provide services in whatever capacity possible to the parents, community, and students that meet their diverse emotional and academic needs. Specific strategies to get parents and community members involved in the decision-making process are outlined in the framework of our Family and Community Engagement Plan.

C. Key Community Partnerships

Sankofa Alliance is dedicated to assisting organizations in developing systemic and strategic approaches for building and assessing instructional capacity by changing patterns of thinking and ways of doing that eliminate disparities in educational outcomes for underachieving subgroups and assure these students equity in accessing rigorous standards-based, college preparatory, curricula. It seeks to transform education for these students by supporting schools through ongoing comprehensive professional development and training for administrators, teachers, coaches, and other support staff relative to creating effective learning environments that eliminate achievement and proficiency gaps. **Sankofa Alliance** takes a holistic approach to education by also providing services that promote adult/parent and youth self-efficacy through a personal development program entitled ***DREAMS*** and an interactive financial literacy series entitled ***Mini-Moguls: Lessons in Money Management***.

Coburn School of the Performing Arts purpose is to introduce children to music through dance and music performances by other children three times a year. Six students a year will receive a scholarship to attend their summer encounter program and will receive instrumental, vocal, and dance lessons.

Boys and Men of Color Project provides strategies and outcomes that can positively impact Latino and African American males within the school environment.

Amazing Grace Conservatory is a full performing arts theater group that will provide multicultural dance, singing, and voice instruction for students and educators.

Inner-City Arts invests in the youth of Los Angeles by providing access to the arts by creating a bridge between the studio and the classroom. **Inner-City Arts'** unique approach to arts education measurably improves academic and personal outcomes for children and youth, including those students with Limited English Proficiency who are at risk of academic failure. Inner-City Arts' beautiful, award-winning campus—a safe and tranquil environment designed to fuel the dreams of children, especially those living in poverty who may believe dreams are for other children—is a source of inspiration to all who visit. Throughout the day and on weekends K-12 students visit **Inner-City Arts** to work with professional teaching artists in well-equipped studios, receiving hands-on instruction in a range of subject areas within the visual, performing, and media arts.

Centro Latino for Literacy will provide reading and writing services to Spanish-speaking parents who are not fluent in English.

Iridescent is a cutting-edge, hands-on science program that is designed to promote pride in being an engineer or a scientist for the purpose of inspiring children to become the next generation of scientists and engineers.

Design for Sharing provides campus tours and free concerts for students held on the UCLA campus. The students are be exposed to various forms of art such as folk, Latin, Alvin Ailey Ballet, etc.

L.A. Chamber Orchestra provides lesson plans for teachers to align with music performances.

Baldwin Village Community in Action is a community-based organization that funds projects.

L.A.'s Best is an after-school enrichment program provides adult supervision for children during the critical hours between 3 p.m. and 6 p.m. when neighborhoods are most vulnerable to gangs, drugs, and crime.

The Infinite Ability Sports Academy is an after-school community organization that serves youth from low-income families in the surrounding neighborhoods in Los Angeles County and the City of Sacramento Metropolitan area. Its program is geared toward instruction, tutoring, and mentoring in physical fitness, class preparation, and special arts programs such as music and arts & crafts.

Beyond the Bell provides a before-school tutoring program called READY, SET, GO! This program endeavors to provide a safe environment, ensure children are ready for the school day, engage them in meaningful and fun learning activities, provide breakfast and involve them in some light recreational games and activities.

Community Build Incorporated assists parents of our students with anti-gang/going straight programs. They provide supportive services such as clothing, housing, traffic warrant clean-up, tattoo removal, and career prep. They will receive referrals through the Parent Center as well as school administration. *Appendix: Attachment 13 Details of Parent and Community Engagement*

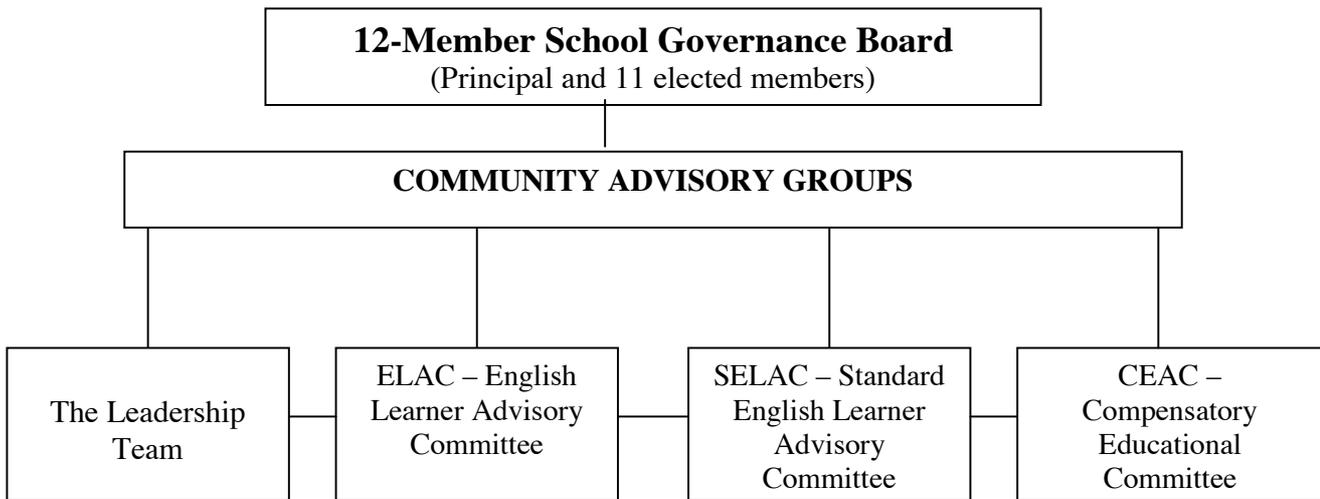
Part 9. SCHOOL GOVERNANCE

Hillcrest Center for Enriched Studies will be founded on a model of distributive leadership within a system of structures that promote communication, planning, evaluation and accountability that continually draws on the experience of all stakeholders in the school – administrators, parents, teachers, and community members – to enable the organization to behave more intelligently and produce ever-increasing levels of student academic performance. Always being mindful of the school's vision and mission, several groups will contribute to the shared decision-making at HCES:

1. **Governing Board** – The Governing Board will be composed of elected members of the School Site Council, the principal, and other members as outlined in the Governing Board Bylaws who will meet monthly. The role of the governing board is one of oversight and setting & maintaining the school's mission & vision. All Governing Board Members, whether elected or nominated, are advisors on all issues and are responsible for guiding the school in the following areas: approving the entire annual budget, hiring and annually evaluating the principal, ensuring that there is an annual review and adoption of the Elect to Work Agreement, communicating regularly with the local district, ensuring that all laws and compliance needs are met by the school, annually review performance indicators of the school and ensure that the school has a resolution dispute process in place that includes an internal appeals process. Only elected members vote on adoption of the Single School Plan and categorical budgets. Whenever possible, Governing Board makes decisions by consensus, but as necessary, votes may occur. When voting happens the above areas are one in which all members of the Governing Board vote.
2. **Leadership Team (LT)** – The main purpose of the LT is to coordinate communication, and to plan and develop initiatives aimed at improving student learning. The Leadership Team will collect and use data to inform and coordinate the operational and instructional decision-making at Hillcrest Center for Enriched Studies. The LT will be comprised of administrators, academy and GSAT teacher-leaders, coordinators, counselors, and professional development partners, who will ensure strong curriculum and instruction both through planning and support in implementation. A primary function of the LT is to annually create/update a comprehensive Single School Plan for which they will: 1) gather a broad range of data about student's work, teacher's instructional practices, the school's organizational dynamics and its interpersonal culture; 2) analyze the differences between the school's current status on these indicators and previous indicators of progress (where the school was) and its vision of the future (where it wants to go); 3) establish priorities for action to change aspects of the school that will lead to improved student learning; 4) develop action plans for addressing each priority that includes an understanding of the causes of the "problem", strategies for improvement, and benchmarks to assess progress; 5) periodically monitor progress against benchmarks and adjust strategies; 6) conduct a year end assessment of progress that informs the next year's annual plan.

3. **English Learner Advisory Committee (ELAC)** – The responsibilities of ELAC shall include advising and assisting the principal and staff in the implementation and evaluation of the Master Plan. ELAC will participate in the development of the school plan and bilingual budget. The committee will participate in planning the school parent-training program and assist in the development of the school needs assessment. ELAC members will participate in training sessions and workshops that will provide the necessary skills and practice to carry out their responsibilities.
4. **Standard English Learner Advisory Committee (SELAC)** – The responsibilities of SELAC shall include advising and assisting the principal and staff in the implementation and evaluation of the Academic English Mastery Program. SELAC will participate in the development of the school plan. The committee will participate in planning the school parent-training program and assist in the development of the school needs assessment. SELAC members will participate in training sessions and workshops that will provide the necessary skills and practice to carry out their responsibilities.
5. **Compensatory Educational Committee (CEAC)** – The role of the CEAC is to support the school and work cooperatively to increase academic achievement. Parents have the opportunity to participate in the design and implementation of the program through activities such as developing a parent policy, home school compacts, parent training, and volunteer participation in school activities. Committee members shall receive training so that they can advise the principal on budget resources and the development of an effective educational program that raise the achievement of disadvantaged students. Additionally, the committee shall evaluate the school and its academic effectiveness while assessing the school's educational needs and establishing priorities.

a. School and Advisory Organizational Chart



Part 10. SCHOOL LEADERSHIP AND STAFFING PLANS

a. Leadership Team Capacity

The leadership team is comprised of highly qualified educators that are equipped with the skills, knowledge, values, and disposition representative of the highest teaching standards. All team members hold a Commission on Teacher Credentialing credential with a CLAD emphasis as required by the District. The Leadership Team members believe in and support the vision and mission of the school and understand their respective positions and expectations of being a team leader. Together they have the collective capacity to successfully perform all tasks needed to lead/transform Hillcrest Center for Enriched Studies. There are professional consultants working collaboratively with the team members to ensure the implementation of the school’s vision and mission. Resumes for each member are attached.

- | | | |
|----------------------|------------------------|--------------------|
| 1. William Celestine | 11. Angela Cross | 21. Tonya Boyd |
| 2. Josephine Miller | 12. Jennifer Robertson | 22. Imelda Almanza |
| 3. Amanda Kiehle | 13. Davette Henderson | 23. Raul Lopez |
| 4. Harry Lamotte | 14. Gail Brown | |
| 5. Dorrie Richard, | 15. Lupe Soberal | |
| 6. Connie Lea-Little | 16. Stacy Williams | |
| 7. Keona Jones | 17. Sonia Martin-Solis | |
| 8. Samantha James | 18. Susana Plazola | |
| 9. Shondra Pink | 19. Rennette McLellan | |
| 10. Barry Cohen | 20. Amy Burke | |

*24. Dr. Carole A. Cobb – Planning and Writing Consultant

*25. Paula Meichtry – Writing Consultant

b. Staffing Model

The Hillcrest Center for Enriched Studies will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State’s academic achievement standards. This will be done through the embedding of culturally relevant and responsive pedagogy throughout a rigorous standards-based curriculum with teacher collaboration, differentiated instruction, SDAIE strategies, and the six Key Access Strategies that support the learning of English Learners, Standard English Learners, and Students with Disabilities. The student-

teacher ratio will be: 15:1 for Pre-K classes; 20:1 for Kindergarten – 2nd grade; and for grades 3 thru 5 the ratio is 20:1 for the first 2 years. By the third year, due to our Quality Education Investment Act Grant, grades 4 and 5 will be reduced to 17:1 in years 3, 4, and 5.

Our school will be equipped with a full time School Psychologist, Resource teacher, PSA Counselor, and a School Counselor. On staff will also be a Bilingual Aide and a full time clerk. Office staff will include, (1) Office Clerk, (3) Office Technicians, 1-bilingual, 1-Special Education Department, (1) Office Manager (SAA). The Bilingual aide will assist in the translating and process of all IEP meetings. Other Staff will include a Plant Manager, Grounds Workers, Cafeteria Manager, and Supervision staff.

Positions per Class	Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
General Education Teacher	3	6	7	7	6	7	6
Special Education Teacher	0	Kindergarten thru	2nd -1	1	1	1	1

<u>Positions:</u>	<u>Required:</u>	<u>Positions:</u>	<u>Required:</u>
Principal	1	Mathematics Coach	1
Assistant Principal	1	Paraprofessionals	7
Categorical Program Advisor	1	Library Aide	1
Magnet Coordinator	1	School Counselor	1
Resource Teacher	1	School Psychologist	1
Music Teacher	1	PSA Counselor	1
Reading Recovery Teachers	2	Nurse	1

c. Compensation:

Administration, classified and certificated staff will continue to use the LAUSD’s salary schedule and table as it applies to the staff members’ current salary base. Please see appendix for district’s salary table.

d. Principal Selection

The Principal will be the instructional leader and will be responsible for promoting the success of all students’ academic achievement and an enriched learning environment as outlined in the educational plan. The Principal will be a visionary who is on the cutting edge of educational reform and fluent with current educational theory, practices, and research. The Principal will have, but not be limited to the following qualifications and skills as outlined on the attached job description/position flyer.

e. Leadership Team beyond the Principal:

The Leadership team beyond the principal will be comprised of the following with job descriptions pulled from those already in existence in LAUSD’s Human Resource/Personnel Department:

- Assistant Principal
- Categorical Program Advisor
- Magnet Coordinator
- Office Manager (SAA)
- Plant Manager
- Cafeteria Manager

PSA Counselor
Nurse
Psychologist
Counselor

The Leadership Team will fully understand the importance of positive school culture and how it increases student achievement and improves professional growth in the school environment. They will support the school's vision and mission and will nurture the traditions, ceremonies, rituals, and symbols that already express while reinforcing positive school culture. All employees will be teachers and role models. Because of their love for students, employees will not only be innovative individuals with a passion for life-long learning, but also coaches and facilitators of learning.

Note: *"The qualifications to be met by individuals to be employed by the school." California Education Code section 47605(b)(5)(E)*

f. Recruitment of Teaching Staff

Not applicable at this time, however, the desired requirements for the teaching staff are:

It is the intent of The Hillcrest Center for Enriched Studies to employ staff who are dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education. Teachers will be required to hold a Commission on Teacher Credentialing certificate as per the federal No Child Left Behind Act (NCLB) and be in possession of one of the documents issued by the California Commission on Teacher Credentialing (CCTC) that authorizes instruction to English Learners (EL). Including, but not limited to: Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD/BCLAD Emphasis, District Intern Credential with English Learner Authorization/BCLAD Emphasis, Bilingual Cross-cultural Specialist Credential, or CLAD/BCLAD Certificate. (per Credential Leaflet: CL-622 from California Commission on Teacher Credentialing).

All employees will be teachers and role models. Because of their love for students, employees will be not only innovative individuals with a passion for life-long learning, but also coaches and facilitators of learning. They will be committed to developing the social, civic, character and academic potential of each student. Educators must be instructional leaders who have the professional knowledge and skill-set, and possess a positive belief system of high expectations, that will enable them to work effectively with all students and their families.

Teachers shall provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. They shall be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the School's operational policies. The most important qualifications for our teachers are: (1) commitment to developing the academic potential of all Hillcrest Center for Enriched Studies; (2) demonstrated competency in the subject matter they will be teaching; (3) proficiency in instructional practices relevant to diverse populations; (4) familiarity with or willingness to be trained in learning styles and the School's curriculum sequence; and (5) willingness to work hard, take responsibility and exercise leadership to fulfill the vision and mission of HCEs.

Teachers will understand and commit to utilizing and implementing the California Standards for the teaching profession, culturally responsive and contextualized teaching methods based on the 12 instructional outcomes of the Academic English Mastery Program (AEMP) along with the key instructional access strategies.

11. Operations

Hillcrest Center for Enriched Studies will continue to use existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

12. Finances

a. Funding: Hillcrest Center for Enriched Studies will receive funding through LAUSD's transparent budgeting process based on students ADA.

b. Budget Narrative: Having budget autonomy at Hillcrest Center for Enriched Studies will allow for our Non-Categorical and QEIA funds to be spent to directly address the instructional needs in the classroom. This includes class size reduction teachers to maintain a class size of no more than twenty students in a given class.(PreK-5) HCES will be able to hire more T.A.'s in the classroom, Recovery Reader coaches for the Primary Center, a School Counselor for students at-risk, a PSA Counselor to maintain at minimum, 95% student attendance school-wide, Stipends for Lead teachers, individual computers for all students in the Multi-Media Technology Academy.

13. Facilities

Hillcrest Center for Enriched Studies will continue to use LAUSD facility agreement.

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