

Los Angeles Unified School District
La Salle Avenue Elementary School
Informational Summary

Mission/Vision: *La Salle Elementary School, Pre-K – 5*, is a student-centered, learning community comprised of students, parents/guardians, teachers, support staff and community partners who will enrich our global society by producing literate, critical thinking, life-long learners. We will promote the equal worth and dignity of all students and educate them to reach their maximum potential to become productive citizens in our democratic society by providing the educational foundation for all students to become college ready and career prepared.

Core Beliefs: Our students and their needs are the driving force for all decisions and behaviors at *La Salle Elementary*. Because every student is valuable and unique, we will establish a nurturing learning environment that accepts and advocates for the whole child. Upon matriculation from *La Salle Elementary*, our vision is that **all students** will be able to:

- ∞ Use conflict resolution and social skills necessary to promote peace in the school, neighborhood and global community
- ∞ Use higher order, critical thinking and problem-solving skills to respond successfully to academic, emotional and social challenges
- ∞ Develop an appreciation for cultural diversity in a climate of mutual respect and creative self-expression
- ∞ Communicate clearly and effectively through oral and written, using academic language and creative expression
- ∞ Reflect on their own learning by evaluating alternative ideas and revising and refining beliefs and knowledge based on new evidence
- ∞ Develop proficiency in core academic areas to embark on pathways to college eligibility and career readiness

Neighboring Schools

<i>School Name</i>	<i>2011-2012 API</i>
La Salle Elementary / Crescendo Charter Preparatory Central	623/795
Woodcrest Elementary	611
Manhattan Place Elementary	648
Raymond Avenue Elementary	688
95th Street Elementary	718
Park Western Elementary*	952

**Park Western will serve as a model school for student achievement.*

Designing Data-Driven and Student Centered Instructional Programs

Our attendance boundaries will include students in the Westmont, Los Angeles area currently enrolled at *La Salle* and the former *Crescendo Charter Preparatory Central School*. We believe that in order to prepare all students to thrive in elementary, secondary, college and beyond we must engage all students in an educational program that provides:

- ∞ A rigorous, differentiated, balanced, standards-based, multi-tiered approach to instruction and intervention to improve student achievement
- ∞ A healthy, positive, nurturing, safe, learning environment where adult behavior serves as an important model for our students' behavior
- ∞ An emphasis on teaching and learning social skills, character development traits and conflict resolution skills necessary to promote peace in the school, neighborhood and global community

- ∞ Opportunities for problem solving, evaluation, and higher level critical thinking skills for all learners through technology and interactive learning
- ∞ An appreciation for cultural diversity and a climate of mutual respect, creative self-expression and a love for life-long learning.
- ∞ Frequent opportunities to monitor student progress and achievement to inform instruction and motivate students and staff through data analysis
- ∞ An emphasis on maximizing the impact of core instruction and standards-alignment for all students through “good first teaching”
- ∞ An emphasis on Multiple Intelligences pedagogy to address our students’ varied learning styles and unique strengths.

Instructional Program:

CST Trends in ELA and Math: Percentage Proficient and Advanced By Subgroup

<i>Subgroup</i>	<i>ELA % Prof/Adv 2009</i>	<i>ELA % Prof/Adv 2010</i>	<i>ELA % Prof/Adv 2011</i>	<i>1 yr change</i>	<i>Math % Prof/Adv 2009</i>	<i>Math % Prof/Adv 2010</i>	<i>Math % Prof/Adv 2011</i>	<i>1 yr change</i>
All Students	28.0	23.3	23.7	+0.4	34.3	22.6	30.2	+7.6
African-American	26.5	21.5	22.4	+0.9	30.3	18.0	25.2	+7.2
Latino/Hispanic	32.1	27.2	26.4	-0.8	43.8	33.7	38.9	+5.2
English Learners	22.7	20.0	14.3	-5.7	40.8	31.5	31.5	0.0
Students W/D	4.5	7.7	10.0	+2.3	4.7	15.4	10.3	-5.1
Socio-Eco Disadv.	27.2	23.1	23.7	+0.6	34.5	23.0	30.2	+7.2

2010-2011 CST results in ELA for *La Salle* students indicate 23.7% of all students tested scored in the proficient and advanced range. Mathematics results indicate 30.2% of all students scored in the proficient and advanced range. While the percentage of students scoring in the FBB/BB range in math decreased by 4.5%, the percentage of students scoring in the FBB/BB range in ELA decreased by 7.6%. The 2010-2011 Academic Performance Index (API) of 623 indicates a school-wide increase of 1 point for *La Salle Elementary* after sustaining a 31-point loss for the 2009-2010 API. Although *La Salle Elementary* experienced a student transience rate of 36% in 2010-2011, a 13.3% reclassification rate occurred for all English Learners and the overall student attendance rate increased by 1.6%, which was the second highest increase for all Local District 8 elementary schools. These areas of strength indicate an opportunity for establishing a foundation of growth for in all areas.

We will set goals for improved student outcomes on standards based tests.

- ∞ All curricula will be aligned to the California State Standards and once adopted, to the Common Core Standards
- ∞ The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of prior proficiency level or demographics.
- ∞ Instruction will be guided and modified in relation to measurable goals set by nationally accepted grade level benchmarks as established by the Common Core Standards.
- ∞ Prioritize meeting and exceeding State and Federal accountability targets.
- ∞ Instruction will be data-driven using information gathered from reading, writing and mathematics assessments, both formative and summative. These assessments will be used to differentiate and modify instruction, monitor student progress, and determine the effectiveness of the instructional program.

We will exemplify a shared school mission aimed at preparing students academically for the future.

- ∞ Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California Standards Test (CST) and the new national K-12 Core Standards.
- ∞ Instruction will foster grade-level reading with engagement and skill. Students will be

writing in the three common core areas, narrative, argument and expository. Mathematics will be designed with a heavy emphasis on number sense, fractions, and decimals. Multiplication, division and basic facts will promote Algebra preparedness.

- ∞ Instruction will be guided by student strengths and weaknesses thereby meeting their learning needs and measuring the effectiveness of the instructional program.

We will deliver explicit and coherent implementation of standards-based curricula and instructional practices.

- ∞ Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on English Language Development (ELD) standards.
- ∞ Instruction will emphasize and prioritize key standards in each grade and core subject; teachers will regularly collaborate around “breaking down” standards to identify prerequisite skills and ways to address them.
- ∞ Teachers will regularly collaborate on common benchmarks and formative assessments to design and modify targeted instruction.

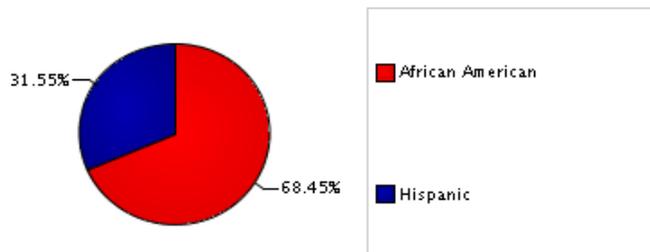
We will be held accountable for demonstrating high levels of expertise and competence in terms of:

- ∞ Knowing state standards and mapping curriculum standards to specific instructional practices/strategies.
- ∞ Using student assessment data to improve teaching and learning.
- ∞ Adapting curriculum and instruction to meet the learning needs of English Language Learners (ELL) and Standard English Learners (SEL)
- ∞ Understanding early child development and the ability to make personal connections with students and their families.
- ∞ Working collaboratively with peers in a professional, instructionally-focused manner that puts student needs first.

To address the needs of identified gifted/talented learners and students scoring at the advanced level on the CST, *La Salle* will initiate the *Center for Enriched Studies* for grades 2-5. Teachers and administrators must participate in ongoing professional development. Teachers will need to complete a total of 16 hours of professional development per school year to include certification programs, workshops and field work experiences. (Salary-point credit may be available for designated workshop hours and for local district approved field work activities conducted during non-school hours). Administrators will need to complete eight hours of workshop training sessions over an initial two-year period.

School Climate and Culture

Student Body Demographics: 2010-2011



La Salle Elementary serves a multi-cultural, pre-kindergarten through fifth grade, student population of approximately 560 in the Westmont community of Los Angeles (LA) in Local District 8 (LD8). Our South LA neighborhood is an urban area with over 56,000 residents. The median income of our residents is approximately 50% that of the state of CA, and 54.9% have a high school education or higher. Based on the 2010-2011 California Basic Educational Data Survey (CBEDS), student body demographics are approximately 69% African-American, 31% Hispanic. The culture and climate of our school promote a strong belief that all students can

succeed in a positive and academically rigorous learning environment. All stakeholders will ensure that students display behavior being “safe, respectful, and responsible.” As a learning community we will promote academic excellence by maximizing instructional time, student engagement, and parent collaboration. These high expectations that we have set will empower our students to actively participate in educational opportunities presented to them. Students will work towards meeting and exceeding common core standards. To maintain the school culture we will; a) implement a school-wide behavior plan to promote positive behavior that demonstrates our mission of students being safe, respectful and responsible. b) on-going grade level planning to support academic engaged time. Students will be given more opportunities to work together such as peer tutoring, extended workshop, and think-pair-share.

Activities to reinforce our behavior and academic support plan are:

- ∞ Second step/Anti-bullying
- ∞ Have a Great Day Club/Community Service/Reflection Room
- ∞ Stars Bucks and Shining Star Tickets (Popcorn Parties and Weekly Raffles for Prizes)
- ∞ Academic Awards Ceremony (Incentives for High Achievements)
- ∞ Attendance Awards Ceremony (Certificates)
- ∞ Spelling, Language Arts, and Math jeopardy
- ∞ Science fair/Career Day/Read Across America
- ∞ Math/Literacy Family Night/100th Day of School
- ∞ Field trips

Parent Engagement and Involvement:

In an effort to fortify our mission for all stakeholders to collaborate in maintaining a health learning environment for all students our connection to families and community partners are guided by the District initiatives for parent/community involvement which involve:

1. Parenting: Helping all families establish home environments to support children as students.
2. Communicating: Designing effective forms of school-to-home and home-to-school communications about school programs and children’s progress.
3. Volunteering: Recruiting and organizing parent help and support.
4. Learning at Home: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making: Including parents in school decisions, developing parent leaders and representatives.

Staffing:

La Salle Elementary teachers must have a clear credential, ELD and special education certification. Teachers will possess skills that reflect best practices such as; 1) collaborative lesson planning that is both innovative and differentiated, 2) knowledge of common core standards-based instruction, 3) encouraging positive and consistent communication with parents, and 4) implementation of culturally relevant instruction. Seeking teachers that embody the requirements listed above supports the school’s, vision, mission, and instructional plan by ensuring that all educators are prepared and able to meet the individual needs of all students.