

## Part 1: Executive Summary

### a. Assurances

Local District 2 of the Los Angeles Unified School District (LAUSD) is submitting this application to operate Valley Region Elementary School #7 (renamed Julie Korenstein Elementary School by the LAUSD Board of Education on July 14, 2009) as a public school. The Local District 2 Superintendent agrees to and certifies the following:

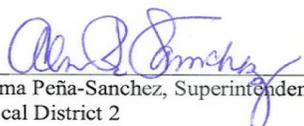
**i. Not for Profit:** Local District 2 is a part of the Los Angeles Unified School District and is not a for-profit organization or entity.

**ii. Student Enrollment:** The student composition at Julie Korenstein Elementary School will be reflective of the student composition of the schools it is intended to relieve in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, Students with Disabilities, homeless status, and foster care placement. Ongoing review mechanisms are in place to ensure that retention and student composition at each school continues to reflect that of the overall school community. Local District 2 intends to enroll the requisite number of students from the impacted campuses of Arminta Elementary School, Camellia Avenue School, and Strathern Elementary School at Julie Korenstein Elementary School.

**iii. Student Composition:** Julie Korenstein Elementary School shall provide a free, nonsectarian, public education for all students attending the school. Julie Korenstein Elementary School will be non-sectarian in its programs, admission policies, and employment practices. The school will not charge tuition, nor discriminate against a student or employee based on ethnicity, national origin, gender, age, sexual orientation, or disability. Julie Korenstein Elementary School will accommodate approximately 640 students in a pre-kindergarten through fifth grade configuration, and the student population will reflect the community demographics of the school's attendance area.

**iv. Fiscal Solvency:** No outside provider exists for this school. Julie Korenstein Elementary School will rely on budgetary allocations from the Los Angeles Unified School District. All budget and financial statements will be provided to the school by the Los Angeles Unified School District.

**v. Special Education:** Julie Korenstein Elementary School agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. Julie Korenstein Elementary School will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring and tracking related services provided to students during the course of their education.

  
Alma Peña-Sanchez, Superintendent  
Local District 2

January 11, 2010

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Date

**b. Student Population:** Below is the demographic information for the three feeder elementary schools. The population of Julie Korenstein Elementary School will be predominantly Hispanic with a sizeable English learner population. There is a high percentage of students who are economically disadvantaged and participate in the free/reduced price breakfast and lunch program.

	School Demographics		
	Percent of Students		
<i>Student Ethnicity</i>	Camellia ES	Arminta ES	Strathern ES
American Indian/Alaska Native	0.3%	0.4%	0%
Asian	0.6%	0.8%	1%
African American	0.4%	3.4%	1%
Hispanic	96.4%	90.2%	87%
White	1.6%	2.5%	7%
Filipino	0.5%	2.1%	3%
Pacific Islander	0.1%	0.1%	0%
<i>Title I and Free/Reduced Price Meals</i>			
Economically Disadvantaged	90%	92%	90%
Free/reduced price breakfast/lunch	90.9%	89.4%	88.9%
<i>Special Education</i>			
Students with Disabilities	6%	13%	15%
<i>Language Classification</i>			
English Only/IFEP	26%	53%	56%
Limited English	64%	38%	39%
RFEP	9 %	6%	5%

Local District 2 has worked with agencies, organizations, and community stakeholder representatives from the local community of the three feeder elementary schools. Local District 2 administrative and instructional support services personnel work directly with all three feeder elementary schools, along with other elementary schools within the geographic boundaries of the Local District with similar student population groups and demographics. Presently, Local District 2 provides ongoing professional development, technical, and programmatic support for administrators, teachers, and classified personnel serving students with similar student populations and community demographics as the three feeder elementary schools.

**c. Vision, Mission and Philosophy**

**Our Vision:** Julie Korenstein Elementary School will be a place where all students in Pre-Kindergarten-fifth grade will receive a rigorous education that will enable them to be college-prepared and career-ready. Our school will maintain a strong focus on family and community engagement. Students will achieve mastery of California’s standards in all content areas through four school-wide systematic approaches to instruction designed to facilitate student learning. Students will be provided with Personalized Learning Environments (PLEs) and engage in Inquiry-Based Learning to be shared with members of the community. The curriculum will be taught by highly qualified teachers using an Interdisciplinary Thematic Approach together with a Problem-Solving Process designed to analyze instruction and meet individual student learning needs.

**Our Mission:** All stakeholders at Julie Korenstein Elementary School will work together to create Personalized Learning Environments for students where they will be paired with adult mentors who will be integral partners in their Inquiry-Based Learning experiences. The School Site Council and the Family Support Team will work together to align budget expenditures as well as community and personnel resources to the school’s vision.

**Our Philosophy:** Julie Korenstein Elementary School’s vision and mission will be supported by teachers and staff dedicated to moving all students to levels of proficiency with the ultimate goal of helping them become college-prepared and career-ready. Our philosophy will be based on the belief that all students possess the knowledge, values, eagerness to learn, and significant home experiences that, when coupled with the four school-wide systematic approaches to instruction, will foster student achievement. We strongly believe that student learning will be best acquired through Personalized Learning Environments using Interdisciplinary Thematic Approaches to instruction that encourage Inquiry-Based Learning. To support student achievement, all stakeholders will be involved in the analysis of academic and social/behavioral student assessments using the Problem-Solving Process. In addition, the local community will play a vital role in helping students succeed; students will share their Inquiry-Based Learning projects with the community; parents will be engaged and partnered with the school to ensure student success, and finally, our partnerships will support, encourage, and provide needed resources to help execute the school’s vision and mission.

### **A “Day in the Life” of Armen, a student at Julie Korenstein Elementary School:**

My name is Armen and I am in fourth grade. On Wednesday, I arrived at school at 7:20 a.m. and was greeted by the principal, Ms. Ortiz. She welcomed me to school and asked me how I was. As I walked into the school I tapped the sign “Learn Like a Champion Today” to remind me to do my very best. Then I went to the cafeteria, ate my breakfast and walked to the line-up area. I got in line with my classmates and my teacher, Mr. Stein, said good morning and greeted each of us with a high five.

When I walked into the class, I tapped the “Learn Like a Champion Today” sign, took the draft of my Inquiry-Based Learning project on Trichotillomania and placed it on the table (See Appendix 1c). Then, Mr. Stein told us we were going to learn to create complex sentences in ELD that day and why we had to learn it. I read the ELD objectives with the teacher and other students. To help us, Mr. Stein modeled what a simple sentence looked like and then showed us how to add a phrase to make the sentence complex. Then he had us make up our own complex sentences with our partners. My partner and I wrote our sentence on the Elmo (document reader) to share with the class.

Next, Mr. Stein told us to look at the Concept/Question board and told us to read the unit investigation goals on From Mystery to Medicine. He asked us to tell him which fourth grade reading standard we were working on. Then we took our anthologies out and sat in a circle and held a discussion on how our story, *The New Doctor*, related to the other stories and investigation goals of the unit. Mr. Stein had us think, pair, and share our ideas. After the discussion, I went up to the Concept/Question board and posted a question that I had about why some diseases did not have cures. Mr. Stein gave us a standard for expository writing and told us to explain to him what the following standard meant: (2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus.) I raised my hand and told the class that I thought that the standard meant that we had to start our reports with a question. After the lesson on expository writing, I wrote the standard in my Writer’s notebook and worked on my project.

After recess, I returned to class and selected a “Math Problem of the Day” and manipulatives from the *envision Math* box to solve with my table team. When we finished we went to the Elmo and explained how we solved the problem. I listened and took notes on my graphic organizer while Mr. Stein modeled a lesson on algebraic equations on the “Smart board.” My team and I created our own algebraic equations and passed them to another table team to solve.

It was my class’s turn that day to go to the computer lab and I was excited because Mr. Sanchez, the computer expert, was going to show us how to create an animated PowerPoint in the lab. I couldn’t wait to learn how to create the PowerPoint, because I wanted to use it to present my report on “Trichotillomania” to the other fourth grade classes at our unit celebration day.

When I returned from lunch I went to the library and worked with my team partners to finish our science experiment on bacteria. Then we went outside for P.E.

After school I went to Homework Club in the library. Mrs. Lopez, my mentor from CSUN, checked my student planner and helped me organize my work. Then, I went to the auditorium to practice playing my cornet for the upcoming school concert. My mother picked me up at 5:00 p.m. Mrs. Lopez waved goodbye and asked me if I had learned like a champion.

#### **d. The Proposed Educational Plan**

##### A Personalized Learning Environment (PLE) for Students

Julie Korenstein Elementary School will provide a Personalized Learning Environment for all students—including students with disabilities, English learners, Standard English learners, gifted and high-achieving students, and students at risk. Each student will have an adult mentor and a personalized learning plan designed to motivate and keep her/him on the path toward academic and social/behavioral achievement. Students, teachers, parents and mentors will use student data as they collaborate in the development, implementation, and review of personalized learning plans.

##### Inquiry-Based Learning Approach to Instruction

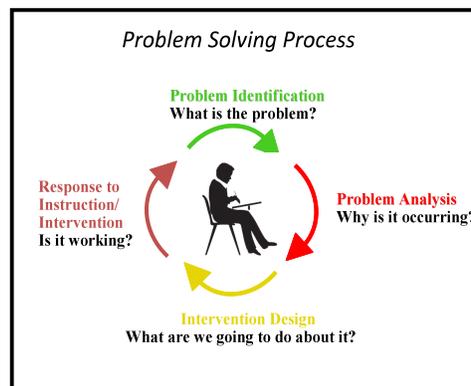
Julie Korenstein Elementary School will provide students with highly qualified teachers who will use an Inquiry-Based Learning approach to instruction. Students will have ample opportunities to engage in self-paced explorations of ideas and topics and will benefit from and contribute to their community by sharing their Inquiry-Based Learning projects with community members.

##### An Interdisciplinary Thematic Approach to Instruction

Teachers will work together in grade level and in vertical articulation teams to plan and organize core content curricula based on the state frameworks, content standards and thematic units. Teachers will also establish connections across core content subjects by identifying and sequencing content standards. Inquiry-based projects will be part of the culminating authentic assessments for thematic units of study. A curriculum map for each core content area will be developed to highlight essential skills and focus standards.

##### A Problem-Solving Process (PSP)

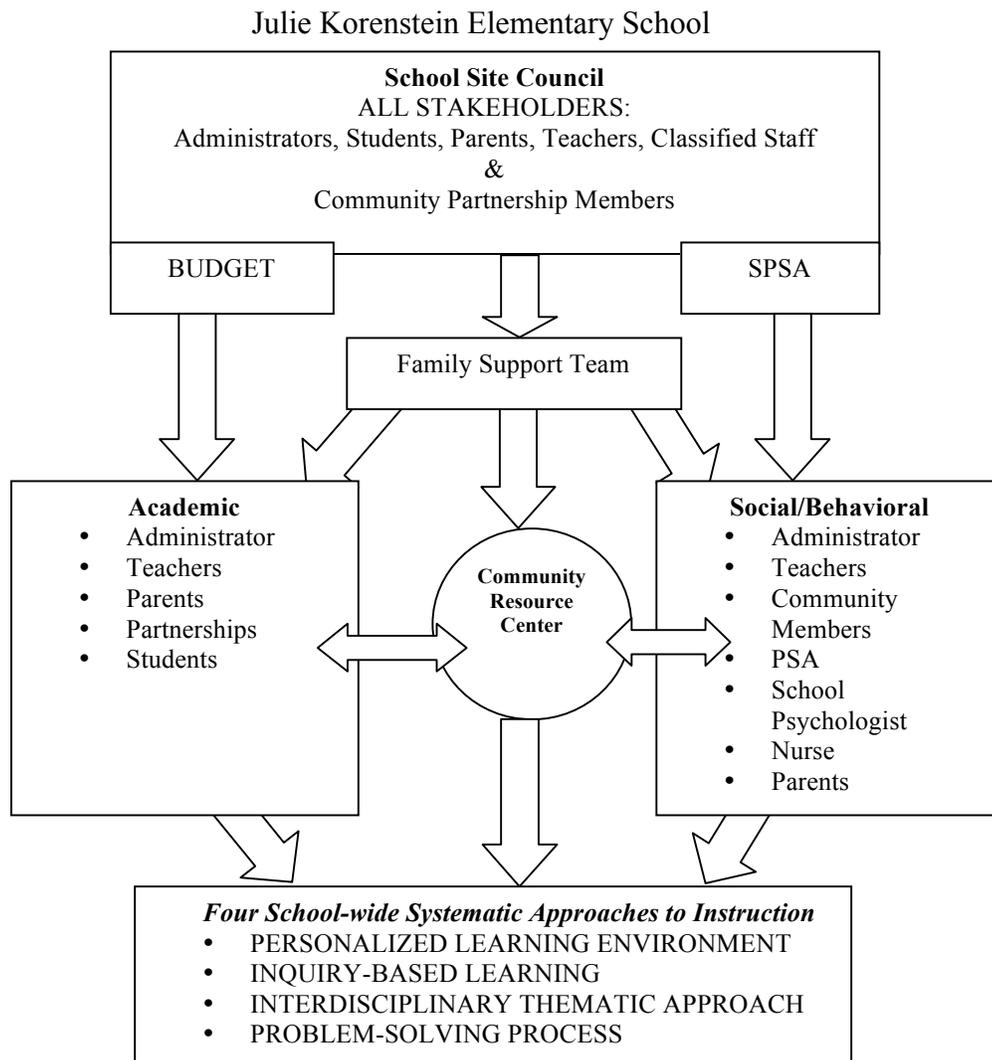
All stakeholders including the School site Council and the Family Support Team will use the Problem-Solving Process used in the RtI<sup>2</sup> framework to ensure good first teaching and appropriate interventions for all students. The process will provide a systematic and timely response to students who experience difficulty in meeting academic and behavioral benchmarks. The process is shown below.



**e. Community Impact and Involvement**

Julie Korenstein Elementary School will directly relieve three neighboring schools, Arminta Elementary School, Camellia Avenue Elementary School, and Strathern Elementary School, and will indirectly help Fernangeles Elementary School and Roscoe Elementary School by enabling them to convert from a year-round to a traditional school calendar. Additionally, the assistance of the school’s partnerships with Project Grad, Los Angeles Educational Partnership (LAEP), California State University Northridge (CSUN), Youth Policy Institute (YPI), Valley Care Community Consortium and the Los Angeles Unified School District (LAUSD) will provide parents with opportunities to be involved in their children’s academic success by encouraging their participation in school councils, committees, and other parent organizations. Parents will also be invited to attend professional development alongside with teachers and other stakeholders to develop their leadership skills in governance and advocacy. Finally, parents will have opportunities to add to their own personal educational goals through the school’s offering of English as a Second Language (ESL) classes, General Education Development (GED) preparation classes, and computer program and skills classes.

**f. Leadership and Governance:** Opportunities for leadership development and involvement for all stakeholders will also be provided at Julie Korenstein Elementary School through active participation in the School Site Council (SSC), the Family Support Team, the Compensatory Education Advisory Council (CEAC), and the English Language Advisory Council (ELAC). The School Site Council will meet regularly to oversee and update the implementation of the school’s Single Plan for Student Achievement (SPSA); the Family Support Team and review budget expenditures to ensure personnel and budgetary resources are allocated to support the school’s vision and mission.



In order to implement effective decisions regarding student achievement, School Site Council and Family Support Team members will be required to possess relevant qualifications or be trained in the following:

- Personalized Learning Environments
- Mentoring
- Inquiry-Based Learning
- Interdisciplinary Thematic Approach to instruction
- The Problem-Solving Process
- School Site Council and Family Support Team protocols and policies

#### **g. Fiscal Plan**

Local District 2 is seeking budgetary flexibility and autonomy for per-pupil budgeting. This autonomy will allow the school to leverage the maximum amount of resources to support the vision and mission and educational plan by providing additional common planning time for all stakeholders to work on the implementation of the four systematic approaches to instruction.

## **Part 2: CURRICULUM AND INSTRUCTION**

### **2a. Curriculum Map and Summary**

Julie Korenstein Elementary School will provide all students with an academic environment that will ensure their active engagement in learning. Instruction in all content areas will be designed to meet specific student needs to ensure that all students receive customized instruction aligned with the content standards in the California State Frameworks for California Public Schools. The curriculum will incorporate four school-wide systematic approaches to instruction stated in the school's vision and mission: Personalized Learning Environments, Inquiry-Based Learning, an Interdisciplinary Thematic Approach to instruction, and a Problem-Solving Process designed to analyze instruction and meet individual student learning needs. The teaching staff at Julie Korenstein will begin the study of Personalized Learning Environments and Inquiry-Based Learning and how both are interrelated during the first year.

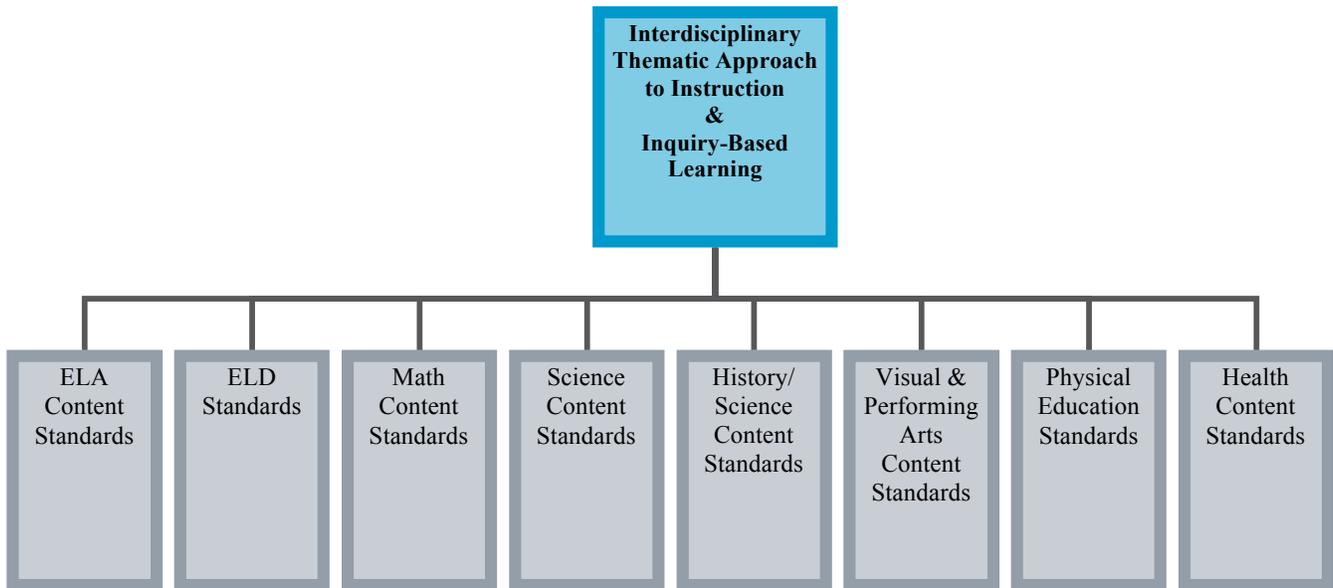
#### Personalized Learning Environments

Students at Julie Korenstein Elementary School will participate in an environment where they will have the opportunity to learn rigorous content standards via a personalized instructional plan. Teachers will match their teaching strategies to meet student needs and students will take ownership of their own learning through personalized educational plans based on the content standards (See Appendix 2a for a sample of a fifth grade plan). Teachers will set criteria with students to help them achieve mastery of the content standards with the expectation that students eventually will learn how to set criteria in their own words. Additionally, student-led conferences will encourage students to accept personal responsibility for their academic performance, and facilitate the development of students' organizational and oral communication skills. It will also provide the opportunity for students, parents, teachers, and mentors to engage in dialogue around California's state content standards.

#### An Interdisciplinary Thematic Approach to Instruction

In addition to providing Personalized Learning Environments for students, teachers at Julie Korenstein Elementary School will use an Interdisciplinary Thematic Approach to instruction to guide students on how to make connections and how to transfer learning strategies from one content area to another. Research conducted by Bolak, Bialach, & Dunphy (2005) reveals that an interdisciplinary thematic model to

curriculum organization facilitates connections among different content areas, and allows transfer of learning from one context to another. Connecting subjects and ideas will help students comprehend universal themes imbedded in the curricula and master grade level content standards and skills.

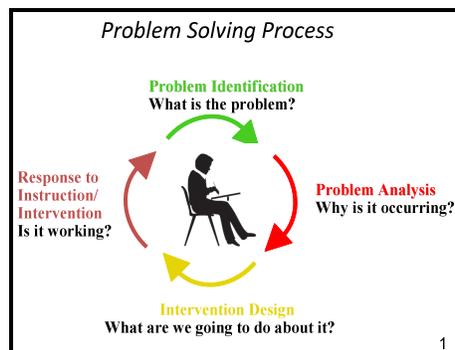


Inquiry-Based Learning Approach to Instruction

Teachers will encourage students to use higher-order thinking and problem-solving skills through a self-paced Inquiry-Based Learning process that is student-centered. It will be expected that when students learn how to make connections between different content areas, they will choose more complex and authentic questions to guide their learning and will learn to work together toward common goals, reflect upon their own ideas and opinions, exercise voice and choice, and make decisions about their own learning. This instructional approach will also allow students to be creative thinkers, as they will be encouraged to use visual and performing arts to share their learning. Teachers will use research-based pedagogies to provide students with opportunities to construct and apply their own knowledge and to demonstrate proficiency, application, and understanding of concepts, information, and skills.

A Problem-Solving Process

Effective teaching of standards, curriculum, and personalization of learning environments can only be achieved when there is a system in place that regularly examines how students are progressing. All stakeholders will meet for two days to collaborate and create a common understanding of the steps involved within the Problem-Solving Process before the opening of the school.



## Curriculum

Julie Korenstein Elementary School will teach the following subject areas with the use of California State adopted and Los Angeles Unified School District approved curricula to Pre-Kindergarten through grade five students. The subject areas will incorporate four school-wide systematic approaches to instruction stated in the school's vision and mission: Personalized Learning Environments, Inquiry-Based Learning, an Interdisciplinary Thematic Approach to instruction, and a Problem-Solving Process designed to analyze instruction and meet individual student learning needs.

## English Language Arts (ELA)

Students will receive 2½ hours of daily instruction in English Language Arts. Teachers will use the *Open Court Reading* (OCR) 2002 curriculum to teach the four domains found in the California State Content standards of reading, writing, listening and speaking. The OCR 2002 curriculum is a research-based program with a track record of success when implemented with fidelity and as designed (American Federation of Teachers, 1998). Curriculum components include Print/Book awareness, phonemic awareness, systematic phonics instruction, reading comprehension strategies, comprehension skills, vocabulary, the writing process, grammar, listening/speaking and viewing and inquiry and research. The OCR 2002 curriculum clearly aligns with the four school-wide approaches to instruction by guiding students to create their own investigations, explore thematic units, and assess their learning after every unit. Teachers at Julie Korenstein Elementary School will begin teaching interdisciplinary thematic lessons with the use of the curriculum in OCR 2002 that incorporates four core subjects: ELA, ELD, Social Studies and Science. The following is a Kindergarten example of how the four core subjects will be addressed in a unit opener lesson:

### **Kindergarten Unit Opener for *School***

<b>Subject</b>	<b>Kindergarten Standards</b>	<b>Connections</b>
<b>English Language Arts (ELA)</b>	ELA standards: R 2.3: <b>Connect to life experiences</b> the information and events in texts. R 2.5: Ask and answer questions about essential elements of a text. L/S 2.1: <b>Describe</b> people, places, things (e.g., <b>size, color, shape</b> ), locations, and actions.	The unit opens with a story about a young girl who loves her name, Chrysanthemum. When she attends school for the first time, her <b>peers tease her</b> about her <b>flower name</b> .
<b>English Language Development (ELD)</b>	<b>ELD 1: Beginning</b> L/S 3: <b>Respond to simple directions and questions</b> using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). RC1: <b>Respond orally to stories read to them</b> , using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	The ELD strategies for ELD 1 students found in OCR's English Language Support Guide (ELSG) provide opportunities for English learners to <b>respond to the story</b> as an aid to their comprehension.
<b>Social Studies</b>	K.1 Students understand <b>that being a good citizen</b> involves acting in certain ways. K. 3 Students match simple descriptions of work that people do and the names of related jobs at <b>school</b> , in the local community, and from historical accounts.	Kindergarten students connect their ELA learning to social studies with the use of the Social Studies Connection lessons in OCR 2002.
<b>Science</b>	Life Science: Different types of plants and animals inhabit the earth. As a basis for understanding this concept: Students know how to identify major structures of <b>common plants</b> and animals (e.g., stems, leaves, roots, arms, wings, legs).	Kindergarten students connect their ELA learning to science with the use of the Science Connection lessons in OCR 2002.

In addition, students in Pre-Kindergarten will receive instruction in the Developmental Learning Materials (DLM) Early Childhood program, which supports early literacy foundational skills:

- Oral language development
- Phonological awareness
- The alphabetic principle
- Alphabet knowledge
- Concepts about print awareness.

(See Appendix 2a for ELA Scope and Sequence)

### **English Language Development (ELD)**

English learners will receive 45 minutes of daily instruction in English language development. The English Language Development (ELD) standards create a pathway to the English Language Arts content standards. English learners will move up at least one ELD level every school year and will attain proficiency in English. Teachers will teach the ELD standards using *Into English!* and the *ELD Practicum Enhanced Lessons* and will use the Problem-Solving Process along with CELDT data and ELD portfolios to monitor student progress. (See Appendix 2a for ELD Standards Map, CELDT Data Analysis Template and Instructional Strategies for English learners)

### **Mathematics**

Students will receive one hour of daily instruction in mathematics. Teachers will use the Scott Foresman-Addison Wesley *enVision Math* curriculum in grades kindergarten through grade five. Students will receive a balanced program of conceptual understanding, problem solving, and procedural skills application and development. Students will demonstrate their knowledge and conceptual understanding of mathematical concepts and skills to perform simple and complex mathematical computation procedures and equations, and apply such concepts and skills to their Inquiry-Based Learning projects. Pre-Kindergarten students will receive instruction in the DLM Early Childhood program, which helps students learn about classification and data collection, number and operations, geometry and spatial sense, and patterns.

(See Appendix 2a for Mathematics scope and sequence)

### **Science**

Students will receive instruction in science. Teachers will teach the science content standards using the research-based Full Options Science System (FOSS) modular curriculum. FOSS is designed and aligned with the California State Content Standards for Science. Students will receive a solid foundation and acquire basic knowledge, concepts, and skills in the physical, life, and earth sciences, as well as learn investigation and experimentation skills through the FOSS curriculum. Julie Korenstein Elementary School will provide students with an environment where they actively construct ideas through their own Inquiry-Based learning, investigations, and analysis. (See Appendix 2a for Science Scope and Sequence)

### **History/Social Science**

Students will receive instruction in History/Social science. Teachers will use the McGraw-Hill Social Science curriculum to teach California's History/Social Science Content standards. Students will use the Inquiry-Based Learning approach to acquire knowledge and cultural understanding, democratic principles and civic values. They will have opportunities to exercise leadership, and develop the academic and social skills necessary to connect with community members and share their learning. Students will also explore historical issues, problems, patterns, ideas, and people, drawing upon their personal, home and community experiences. In addition, they will also develop and exercise leadership roles through their participation in

the character-education curriculum, *Character Counts! Six Pillars of Character*. (See Appendix 2a for *Character Counts! Six Pillars of Character* and Social Science Scope and Sequence)

### **Visual and Performing Arts**

Students will be involved with some form of visual and performing arts on a daily basis as they engage in Interdisciplinary Thematic instruction. The visual and performing arts curriculum will be aligned with California's Visual and Performing Arts Content Standards and will include dance, music, theatre, and visual arts. In the second year, students will be able to demonstrate their knowledge through Inquiry-Based Learning in the various domains of the visual and performing arts. (See Appendix 2a for the Scope and Sequence of content standards for visual and performing arts)

### **Physical Education**

Students will receive at least 20 minutes of daily instruction in physical education. Physical education contributes significantly to every student's health and well being. Physical education is an instructional priority for Julie Korenstein Elementary School. Every student – regardless of disability, ethnicity, gender, native language, race, or religion – is entitled to a high quality physical education program. Physical education is an integral part of the overall education program for every student and provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle. A high quality physical education program will promote an active lifestyle and improve health, motor skill development, and better cognitive performance (Etnier and Sibley 2003; Etnier et al. 1997). (See Appendix 2a for the five overarching content standards in physical education and Scope and Sequence)

### **Health**

Students will receive instruction in health according to California's Health Content Standards. Teachers will provide instruction in health using the Macmillan-McGraw-Hill Health and Wellness curriculum to promote a positive, health-oriented school climate by developing and promoting the physical, mental, emotional, and social health of all students. Teachers will integrate the Los Angeles Unified School District's adopted health programs, *Too Good for Drugs*, and *Second Step*. Students will participate in health awareness activities such as *Red Ribbon Week* and *Jump Rope for Heart*. Fifth grade students will learn about growth, development and sexual health. (See Appendix 2a for Health Scope and Sequence)

## **2b. Track Record of Proposed Curriculum**

All textbooks purchased for use at Julie Korenstein Elementary School will be California State approved, adopted by the Los Angeles Unified School District (LAUSD), and aligned to California's State Content Standards. The Los Angeles Unified School District ensures that all textbooks recommended for LAUSD Board of Education approval are research and standards-based, address the learning needs of all student population groups, and are culturally relevant. The elementary schools in Local District 2 have a track record of success with the District approved curriculum. Seven elementary schools have an API between 650-699; 35 elementary schools with an API between 700-799; 14 elementary schools with an API between 800-899 and 2 elementary schools with an API above 900.

## **2c. Addressing the Needs of All Students**

All stakeholders at Julie Korenstein Elementary School will work under a shared belief that meets the needs of the whole student (physical, social/behavioral, and cognitive). Through the use of universal screening at the beginning of each year, students who are academically and/or socially/behaviorally at-risk will be identified, provided intervention, and monitored. During the first school year, teachers will use the Problem-Solving Process found in the Response to Instruction and Intervention (RtI<sup>2</sup>) framework to guide the

planning and implementation of a coherent system of instruction and intervention. The school will continue to study the RtI<sup>2</sup> framework and will be well versed on how to fully utilize it by the fourth school year. (See Appendix 2c for Information on RtI<sup>2</sup> and for Teaching Strategies That Can Be Used in the Instructional Tiers)

### **Differentiated Instruction**

All students (including students at-risk for academic and/or social/behavioral skills, Migrant and Homeless students, Students with Disabilities, English learners, Standard English learners) at Julie Korenstein Elementary School will be given access to the content standards through differentiated instruction. Along with the four school-wide approaches to instruction, teachers will use research-based pedagogy to provide all students with opportunities to engage in the learning process.

(See Appendix 2c for information on Key Pedagogical Strategies for Differentiating Instruction)

### **Migrant and Homeless Students**

The needs of migrant and homeless students enrolled at Julie Korenstein Elementary School will be addressed through an identification process conducted by the Family Support Team. The Pupil Services and Attendance (PSA) counselor and/or the Psychiatric Social Worker (PSW), who are the designated case managers at the school, will provide information to the Family Support Team members and parents regarding the services and supports available to migrant and homeless families.

## **2d. Accelerated Learning**

### **Gifted Students**

Advanced students and those with learning difficulties in the language arts often require systematically planned differentiation to ensure that curriculum and instruction are appropriately challenging. The strategies for modification of curriculum and instruction for special education or at-risk students are similar to those used for advanced learners and can be considered variations along four dimensions: pacing, depth, complexity, and novelty (Reading/Language Arts Framework for California Public Schools, 2007). Students recommended for the Gifted and Talented Education (GATE) identification will be submitted to LAUSD for testing. Students who do not qualify by CST scores alone, but who demonstrate high achievement on periodic and formative assessments, will be offered the same opportunities as GATE students. Students who demonstrate Gifted and Talented abilities in the area of theatre, music, or visual arts will also be referred for gifted testing through LAUSD's program for students with exceptional talents in the arts.

## **2e. Instructional Strategies**

Julie Korenstein Elementary School will be organized around the four school-wide approaches to instruction. (See Appendix 2e on how the four school-wide systematic approaches to instruction will be addressed.)

## **Part 3: School Culture and Climate**

### **3a. Description of Culture**

Julie Korenstein Elementary School, a community school, will promote its vision and mission by creating and maintaining a culture where students and families feel respected and valued. All stakeholders will work together to address the needs of the whole child. We believe that with the proper support, all students will perform at high levels of academic and social/behavioral achievement. The Family Support Team will work together to align budget expenditures as well as community and personnel resources to the school's vision. All stakeholders will be recognized as essential partners in the education and creation of an accepting and

caring school culture that is personalized for students. To promote academic and social/behavioral achievement, students and their mentors will be publicly recognized and honored at the following events:

- Weekly morning assemblies
- Monthly assemblies
- Literacy Night
- Math and Science Fairs
- Inquiry-Based Learning Art Exhibits
- Tea Time with a Mentor
- Coffee with the Principal
- Family Picnic
- CSUN Field Trips
- Interdisciplinary Theme Celebrations

Julie Korenstein Elementary School's Library Media Center (LMC) will serve as a resource to students as part of their Inquiry-Based Learning. Students will visit the library weekly to learn research and information seeking skills using both online and in-house technology and reference book skills. Additionally, the school will establish a website containing links to student projects, awards announcements, and the Family Support Team resources.

The school's LMC will be open before, during and after the school for student, parent, and mentor use. Parents, students, mentors, and community members will be encouraged to visit the library during special school events such as Back-to-School Night and Open House, and during literacy themed activities such as "Dr. Seuss Day," "Read Across America," "Author's Faire," and "Read-a-Thons."

### **3b. College and Career Readiness**

Julie Korenstein Elementary School is committed to providing all students with a Personalized Learning Environment (PLE) where mentors will support students in the academic and social/behavioral development of skills that will prepare them for college and future careers. Strategies to support college and career pathways will include:

- Clear expectations for promotion to middle and high school will be made explicit to students and parents. Parents with students in the primary grades, pre-kindergarten, kindergarten and first grade, will participate in instructional workshops with their children and community partners designed to provide effective and clear-cut transitions to middle school, high school and beyond.
- The California State content standards taught in elementary school that connect to the California High School Exit Exam (CAHSEE) will be highlighted and focused on.
- Clear communication about college and university entrance requirements and a full range of post-secondary options, including careers and vocational training. CSUN, Project GRAD, and LAEP will partner in curricular trips to college campuses to bring post secondary options alive to students and families.

### **3c. School Calendar and Schedule**

Julie Korenstein Elementary School will follow state requirements and Education Code #47612.5 for the number of instructional days and minutes for 180 instructional days or 55,100 minutes annually. The school will follow the LAUSD Board of Education's approved yearly calendar concerning instructional days, pupil free days, recess breaks, holidays, and beginning and ending dates.

Julie Korenstein Elementary School will structure the school calendar to implement the banking of instructional minutes throughout the school year to provide teacher teams with time for grade level and cross-grade level articulation and planning during the school day. The bell schedule for regular, minimum,

shortened and professional development banked days provides for the required number of instructional minutes in all subject areas. (See Appendix 3c for Sample Schedules).

### **3d. Extra Curricular Activities**

Julie Korenstein Elementary School will provide extracurricular activities before, during and after school with the intent of meeting students' academic and social/behavioral needs. The *Beyond the Bell Branch* will provide a Youth Service worker to staff the after-school Youth Service program daily from 2:30 p.m. to 6:00 p.m., and students from California State University, Northridge and Polytechnic High School will provide tutoring for students who need additional help. Finally, the school will apply for grants and community resources to provide enrichment programs for students who are unable to attend the after school programs.

### **3e. Safe and Respectful Campus**

All students at Julie Korenstein Elementary School will be educated in a safe, respectful and welcoming community. A safe and respectful campus will be achieved through the full implementation of the Los Angeles Unified School District's Discipline Foundation Policy (See Appendix 3e for Discipline Foundation Policy Bulletin 3836.0). Additionally, outreach to the community and support from mentors will serve to reinforce students' self esteem and ties to the community, both of which can act as deterrents to future drug abuse and gang involvement. Parents and community members will also participate in the Valet Drop-Off Program, before school and after school, to maintain school safety. Administrators and staff will supervise students in the morning, during recess and lunch, and at dismissal. Finally, quarterly reviews of discipline data, including suspensions and office referrals, will be conducted by the Family Support Team to ensure that appropriate actions will be taken to maintain a safe, respectful, and welcoming campus.

### **3f. Health Mandates**

The Family Support Team (FST) at Julie Korenstein Elementary School will regularly review and refer students needing health services to appropriate agencies. Additional resources for the health care needs of chronically ill students, students with Section 504 plans, and those with Individualized Education Programs will be accessed through the LAUSD Regional Service Center assigned to Julie Korenstein Elementary School. The school nurse and school psychologist will provide training to teachers and staff members on health mandates and health care needs.

### **3g. Student Nutrition**

As a school that believes in treating the whole child, we understand that proper physical health and nutrition plays a critical role in students' overall wellness and academic achievement. Accordingly, Julie Korenstein Elementary School will meet the nutritional needs of all students by providing free and reduced lunch programs to qualifying students, utilizing nutrition education programs based on California health content standards, and scheduling health and vision screenings for students through the LAUSD Nursing Services Branch. Students who missed early morning breakfast will have the opportunity to eat breakfast during recess time. The school will implement the School Board's *Healthy Snacks Policy*.

Julie Korenstein Elementary School will adhere to Article IX-Hours, Duties, and Work Year, Article XXIV-Student Discipline, and Article XXVI-Shared Decision Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreement.

## Part 4: Assessments and School Data

### 4a. Educational Goals and Matrix

The school's quantifiable achievement goals regarding the California Standards Test (CST) scores, attendance levels, retention rates, number of behavior incidents, and progress on Individualized Educational Plan (IEP) goals for Students with Disabilities can be found in the Appendix section of the educational plan (See Appendix 4a for the Educational Goals and Matrix and Quantifiable Achievement Goals for the School).

### 4b. Student Assessment Plan

All assessments will be aligned to California's content standards and designed to support the four school-wide approaches to instruction of Personalized Learning Environments, Inquiry-Based Learning, an Interdisciplinary Thematic Approach, and the use of the Problem-Solving Process. Teacher teams will regularly meet to review authentic, periodic, and summative student data results and use the Problem-Solving Process to refine instruction. The following chart provides a sampling of some of the assessments that will be administered at Julie Korenstein Elementary School:

<b>Authentic</b>	<b>Frequency</b>	<b>Purpose</b>
Inquiry-Based Learning Projects	Ongoing	To assess students' progress toward taking ownership of their own learning
Student Writing	Ongoing	To monitor progress in California's writing standards and adjust instruction and/or intervention according to student need
Classroom Discussion	Ongoing	To check for understanding and to ensure that all students are engaged in learning
Social/Behavioral Observations	Ongoing	To allow students to socialize their intelligence and to observe the development of their organizational and oral communication skills
Teacher-Created Assessments	Ongoing	To check for understanding and to monitor the effectiveness of instruction
<b>Periodic</b>	<b>Frequency</b>	<b>Purpose</b>
Personalized Learning Plan	Every six weeks	To gain a well-rounded, informed perspective on a student's academic and social/behavioral development.
ELA Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Math Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Science Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Social Science Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Inquiry-Based Learning Projects	After every unit	To monitor learning about Interdisciplinary themes and growth in understanding the process of Inquiry-Based Learning
<b>Summative</b>	<b>Frequency</b>	<b>Purpose</b>
Portfolios	At least three times per year	To inform report card grades
Student-Led Conferences	At least three times per year	To inform parents, school, mentors
California Standards Test (CST)	Annually	Assess mastery of California's content standards
California English Language Development Test (CELDT)	Annually	Assess English proficiency
California Fitness Gram	Annually	Assess fitness level of fifth grade students

#### **4c. Data Team and Instructional Team**

Before the start of the school year, teachers will be given time to review incoming CST data from the three feeder schools and apply the Problem-Solving Process to identify which standards were the most challenging for incoming students. Additionally, teachers at Julie Korenstein Elementary School will use the Problem-Solving Process during grade-level team meetings to monitor student achievement toward the school-wide Annual Yearly Progress (AYP) and Academic Performance Index (API) in English language arts and mathematics, grade-level benchmarks in assessments, student attendance and behavior, and Individualized Education Program goals.

#### **4d. Data Systems**

Julie Korenstein Elementary School will fully utilize the Integrated Student Information System (ISIS) in school operations in accordance with the Los Angeles Unified School District Modified Consent Decree. This data system will be used in conjunction with others to inform the administration and Family Support Team of ongoing student needs.

#### **4e. LAUSD School Report Card**

Julie Korenstein Elementary School will participate in the Los Angeles Unified School District Report Card program. Administrators will be responsible for disseminating satisfaction surveys to staff, teachers, parents and students for the Report Card to measure their satisfaction with the school's academic policies and programs, culture, environment, and safety. Survey results will be shared with all stakeholder groups to assess how well the school is responding to the needs of students and families.

#### **4f. Research and Evaluation**

All stakeholders will agree to participate in research and evaluation projects conducted or sponsored by the Los Angeles Unified School District and the community school partnerships.

#### **4g. Operational Goals and Matrices**

Local District 2 is submitting the proposal to operate Julie Korenstein Elementary School. Therefore, no need exists to demonstrate financial solvency. Local District 2 and Julie Korenstein Elementary School will continue to work with the Division of Special Education and Support Unit North to monitor and ensure compliance with all Modified Consent Decree Outcomes.

### **Part 5: Professional Development Program**

#### **5a. Professional Development**

The goal for professional development at Julie Korenstein Elementary School will be to develop the capacity of all teachers to work collaboratively and collectively on problems of practice specifically related to improving student learning and teacher practice. The following elements will be a part of the professional development program at Julie Korenstein Elementary School for the first year of school:

- Teacher teams will meet to analyze student data and student work utilizing the Problem-solving Process.
- Teachers from Pre-Kindergarten through grade five will learn all of California's Content Standards in English language arts and how they build upon each other in successive grades.
- Teachers will be involved in the planning, implementation, and evaluation of professional development.

- Teacher teams will engage in lesson study on identified areas of improvement based on data analysis. Each lesson study will incorporate the four school-wide approaches to instruction to meet the needs of students.
- Community partners and parents will be invited to attend professional development alongside teachers.

### **5b. Teacher Orientation**

An orientation for teachers transitioning to Julie Korenstein Elementary School from the three feeder schools is noted in the timeline provided below. The induction program for new and existing teachers will include the following:

#### Year 1

- An orientation to provide all teachers with pertinent information based on Julie Korenstein Elementary School's vision, mission, and educational plan.
- Ongoing professional development on the four school-wide approaches to instruction with special emphasis on the Problem-Solving Process.
- Ongoing professional development on setting working norms with different groups (e.g., The School Site Council, The Family Support Team, Community Partnerships, Mentors, Grade-level teams, Vertical Articulation Teams).
- Ongoing professional development on the mentorship program, which will be fully implemented by the third year of the school.

#### Years 2-5

- Experienced teachers will support new teachers. The principal will select supporting teachers. The selection of supporting teachers will be based on teacher experience in serving populations similar to the school, training experience, and knowledge of the four school-wide approaches to instruction. The supporting teacher will be trained on effective peer coaching in order to provide new teachers with the guidance of peer-to-peer collaboration during lesson planning, lesson design, and lesson delivery. Supporting teachers will be required to observe their partner teacher at least 3-5 times during the school year to provide feedback and targeted assistance in the new teacher's area of need. Classroom observations will allow supporting teachers to collect specific data such as a student response tally, teacher-student interaction, and/or scripting of student questions and responses. Data collection will be based on previously agreed upon goals set with the new teacher.
- New teachers will also have the opportunity to observe exemplary teachers on the four school-wide approaches to instruction, differentiation, and classroom management. New teachers will meet with supporting teachers on a monthly basis to discuss classroom observation feedback, student data results, student work samples, lesson planning, program implementation and personal professional development goal setting.

### **5c. Professional Development Calendar**

The school calendar, daily schedules and professional development program will be aligned with the school's vision, mission, and educational plan. The Professional Development calendar will provide additional time for teachers that exceeds the traditional amount of time by 10 days (See Appendix 5c for professional development calendars, hours, and days).

### **5d. Program Evaluation**

The School Site Council (SSC) will monitor the effectiveness of professional development at Julie Korenstein Elementary School to ensure that it is aligned with the school's vision, mission, and Single Plan for Student Achievement. The evaluation will be based on observable impact on student achievement. The

SSC will utilize an eight-step process to evaluate professional development. (See Appendix 5d for The Eight-Step Process for Measuring and Evaluating PD)

Professional development and follow-up support will be revised based on teacher and student need. A professional development calendar will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and topic materials, will be archived for future reference and access.

Julie Korenstein Elementary School will adhere to Article IX-hours, duties and work year, Article B-professional development and Article XXVII-Shared Decision –Making and School-Based management, as described in the LAUSD collective bargaining agreements.

## **Part 6: Professional Culture**

### **6a. Professional Culture**

The characteristics of developing shared expertise and working with common purpose as a professional learning community are clearly present in schools that make a difference for students and impact student learning (Byrk & Schneider, 2002; McLaughlin & Talbert, 2006). Julie Korenstein Elementary School will establish a collaborative culture where student achievement drives all decisions and working relationships. Teacher teams will develop goals and commitments to each other several times a year as student data is analyzed and professional development is planned. During professional development and grade level articulation meetings, teachers will reflect upon, assess, and share best practices. They will attend seminars and conferences to reflect on and improve their teaching practices.

### **6b. Evaluation**

The school administrator will conduct formal evaluations through the Stull Evaluation process as described in Article X – Evaluation and Discipline of the LAUSD/UTLA Collective Bargaining Agreement. During the second year of the school, the administrator and teachers will take steps to explore strengthening the teacher evaluation process. Characteristics of an enhanced and effective evaluation process are noted below:

- Develop and use a common language for quality instruction and key descriptors for quality instruction
- Establish clear and common expectations of how the administrator will conduct classroom visitations and how visitations will be shared with teachers and the school community
- School Site Council members will conduct informal walk-through observations to check for evidence of the school's vision and mission
- Use informal walk-through observations as an opportunity to provide anecdotal feedback and promote dialogue with teachers about the school improvement efforts.

### **6c. Feedback**

Julie Korenstein Elementary School will utilize confidential surveys to collect data that will be provided to the administrator twice a year. Data collection will be done through the following steps:

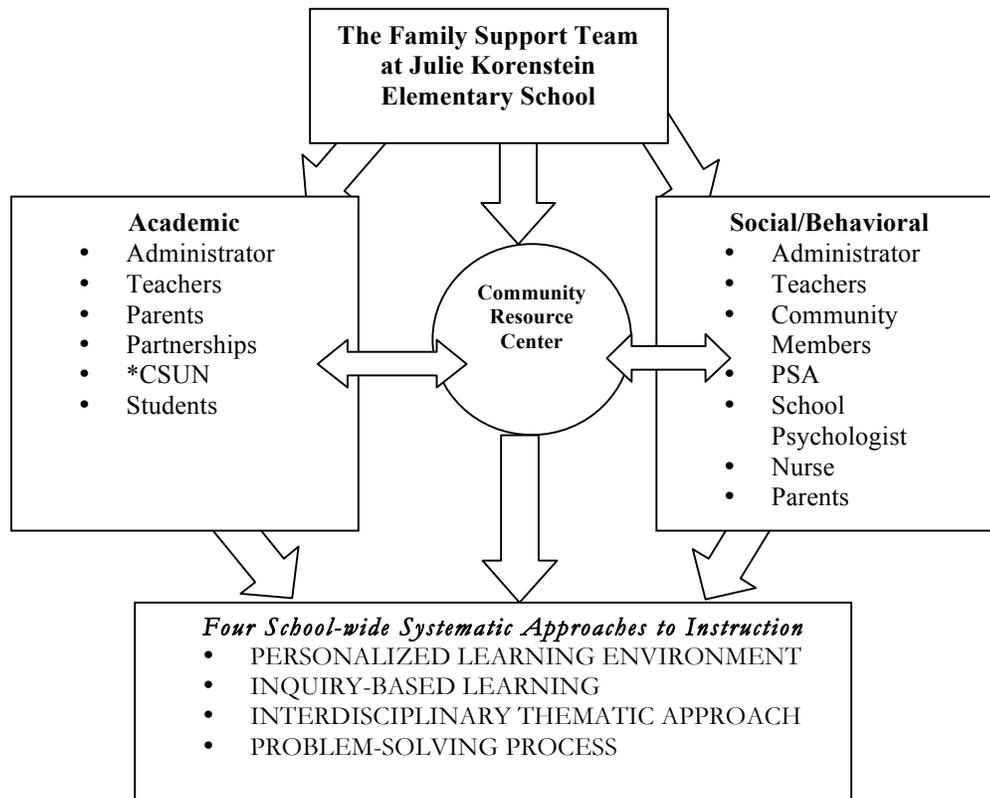
1) Surveys will be administered to teachers and staff members by the administrator; 2) Survey results will be analyzed and summarized and shared with the SSC; 3) The SSC will share results with school staff; 4) All stakeholders including parents and members of the community will prioritize, develop, and implement potential strategies to improve the professional culture of the school based on the summarized data.

Julie Korenstein Elementary School will adhere to Article IX- Hours and Duties and Article X-Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

## **Part 7: Serving Specialized Populations**

### **7a. Specialized Instruction**

The Family Support Team at Julie Korenstein Elementary School will identify and support all students needing additional assistance. The Family Support Team will examine individual student data and specific needs to determine appropriate services for families and students including health and human services, nutrition, instructional interventions, and community school supports.



**The following teaching strategies will be used to meet the needs of all students:**

- Use research-based curricula and intervention programs
- Utilize evidence-based teaching strategies to provide all students access to the core curriculum
- Implement small group and individual instruction in specific areas of need
- Use mentors from CSUN to assist with small group and individual instruction
- Mainstream Students with Disabilities in age-appropriate classrooms and ensure that school climate and culture is sensitive to their needs
- Write specific, clear and appropriately individualized offers of Free and Appropriate Public Education (FAPE) for each student

**The following learning strategies will be taught to students to support them:**

- Teach students how to utilize research-based strategies so they can use them on their own and across the curriculum
- Teach Inquiry-Based Learning with scaffolds to assist students with the process and encourage them to select their own projects
- Show students how to work in teams

### **Staffing and Parent Needs:**

- Train teachers in implementing the District's mandated curriculum and on RTI<sup>2</sup>
- Use Welligent reports, MCD Monthly Progress Reports, Timeline reports for Outcome 7, accommodations and modifications, and service tracking logs to monitor school progress in meeting the needs of all students
- Provide regular parent workshops to address concerns such as academic needs and completing homework, and encourage parent volunteerism to support at-risk students at school

### **Julie Korenstein Elementary School will implement and monitor the Special Education process via LAUSD's Special Education Policies and Procedures Manual as follows:**

- **Timelines:** Develop a process and system to monitor students with an Individualized Education Program (IEP) to ensure they are completed in a timely manner, following district, state and federal mandates.
- **Parent participation:** Parents are integral partners in the IEP process and appropriate attempts will be made and documented to include them in this process. Parents will be provided with all possible modifications and accommodations to attend the IEP meeting. All information is communicated regularly to parents regarding District-sponsored parent meetings, and other meetings concerning the social and academic progress of their children in meeting IEP goals.
- **Administrative roles and responsibilities:** All appropriate staff members are provided with a copy of the Special Education Policies and Procedures Manual. Time is provided for professional development, collaboration and planning between general education and special education teachers through grade level team and cross-grade level meetings to discuss the academic and social progress of students with Individualized Education Programs in meeting their goals.
- **Staff awareness and understanding of the implementation of Section 504 and Individualized Education Programs:** Clear written and oral communication will lead to teachers and administrators knowing who serves as the designee for all Section 504 and Individualized Education Programs, and how to initiate the referral process. Systems will be established at Julie Korenstein Elementary School to distribute Section 504 and IEP documents to all service providers responsible for providing services to students, while maintaining confidentiality.
- **Individualized supports and services for students:** Students will be provided access to core instruction leading to mastery of content standards through multi-modal instruction, differentiation of instruction and intervention supports, scaffolding of content or through the use of graphic organizers. Priority for Students with Disabilities will be given when programmatic issues of classroom assignment, teacher assignments, and instructional program are finalized annually.
- **Classroom management and behavior supports:** School-wide and classroom positive behavior systems will be in place to promote positive student behavior and foster a nurturing and inclusive school culture. Teachers will explicitly teach positive replacement behaviors and social skills, implement a systematic and consistent process for addressing behavior issues that take into account the classroom and school environment, the level and intensity of instruction, and the curriculum that may hinder students from readily accessing the core instruction. Data will be used to develop proactive strategies to support individual needs.

**LRE:** Students with Disabilities at Julie Korenstein Elementary School will be taught through a Least Restrictive Environment (LRE). To the greatest extent possible, Students with Disabilities will be educated with their non-disabled peers with assistance and appropriate services to ensure that they receive access to core content. Placement in a more restrictive environment will be provided only when the needs of the student cannot be met in the general education setting. In addition, Julie Korenstein Elementary School will

provide a full continuum of placement options to meet individual student needs, while keeping students at their school of residence.

**ESY:** Students with Disabilities at Julie Korenstein Elementary School will also be served through the Extended School Year (ESY) program. ESY will be provided to students based on the following criteria: 1) Students' regression over time on account of missing school for periods of vacation during the school year; 2) Students' inability to relearn material not attained over a period of time; 3) Students' severity of a disabling condition; 4) Students' learning critical to maintaining Individualized Education Program (IEP) skills; 5) Students' extent of regression caused by interruption in educational programming or placement; 6) Students' rate of recoupment of learning following a period of interruption.

Students with Disabilities will be identified for ESY based on the aforementioned criteria, and the criteria will be specifically delineated as a need in the Individualized Education Program (IEP).

### **7b. Addressing the Needs of All Students**

Teachers at Julie Korenstein Elementary School will use a systematic and timely response structure designed to meet the needs of all students through the Response to Instruction and Intervention (RtI<sup>2</sup>) framework. RtI<sup>2</sup> is a multi-tiered framework that guides the planning and implementation of a coherent system of instruction and interventions matched to student needs. The continuous monitoring of student response to instruction and intervention is the focus of the RtI<sup>2</sup> approach that determines when a student should move from one tier of intervention to another. Data collected at each tier will be used to measure the efficacy of the interventions so that meaningful decisions are made regarding which interventions should be maintained.

## **Part 8: Family and Community Engagement Strategy**

### **8a. Identification**

Julie Korenstein Elementary School is located in the eastern part of San Fernando Valley in the city of North Hollywood, within the geographic boundaries of LAUSD's Local District 2. North Hollywood is an area in San Fernando Valley along the Tujunga Wash. Established by the Lankershim Ranch Land and Water Company in 1887; the town was first named Toluca before being renamed Lankershim in 1896, and North Hollywood in 1927. Today, it is home to the burgeoning NoHo Arts District, and according to the 2000 census the community is ethnically and economically diverse.

The student enrollment of Julie Korenstein Elementary School will draw from three surrounding elementary schools: Arminta Elementary School, Camellia Avenue School, and Strathern Elementary School. Julie Korenstein Elementary School will have approximately 630 students in a pre-kindergarten through fifth grade configuration. An important step in the process when formulating the vision, mission, and educational plan of the school was to review pertinent data from the three feeder elementary schools and to obtain a comprehensive view of the community that will be served by the new school.

The demographic information of the three feeder elementary schools is reflected as follows: Hispanic students make up 91% of the enrollment; 47% of the students are English learners; 91% of the students are Socio-economically disadvantaged; 90% of the students participate in the federal free and reduced breakfast and lunch program; and less than 1% of students are homeless. Approximately 5% of students are Students with Disabilities, and approximately 5% of the students are identified Gifted and Talented (GATE).

The Local District 2 planning team held community and parent meetings to garner ideas and suggestions to help identify the educational needs of students and families that will be served by Julie Korenstein

Elementary School. Some of the frequently mentioned needs that parent, community members, and other stakeholder groups identified were:

- A high-quality, rigorous instructional program for all students
- A safe, nurturing and personalized school environment
- A school where parents, community members, and community partnerships play active roles
- A school where students have access to quality academic and non-academic programs and activities
- Parent education classes, expanded community partnerships, and a place that links community resources to school families

### **Meeting the Needs of the Community**

Julie Korenstein Elementary School will be a safe and caring community school partnered with an array of community resources that will be offered before, during and after school, to support student achievement. Community schools recognize that multiple supports- physical, emotional, social, and academic-are required for all students to succeed. Schools become the center of the community that also strengthens families and communities (Melaville, Berg, and Blank, 2006).

Research conducted by the Coalition for Community Schools examining the impact of 20 Community School initiatives across the United States showed that Community Schools students demonstrated significant gains in academic outcomes as measured by grades in school courses and scores in proficiency testing, and increased student attendance (Melaville, Berg, and Blank, 2006). Community Schools improve student learning by addressing the needs of the whole student by creating environments that fulfill all the necessary conditions for student learning to improve.

### **8b. Family and Community Engagement**

Julie Korenstein Elementary School, a community school, will adhere to the following principles:

- Foster Strong Partnerships- The Community School will establish partnerships with community organizations that have experience in adult, youth, and student mentorship programs. The school and the partnerships will share their resources and expertise and work together to design programs, supports, and services to meet the needs of the community.
- Share Accountability for Results- Clear, mutually agreed-upon results will drive the work of the Community School. Partners will be involved with stakeholder groups at the school to use data to measure progress towards results.
- Set High Expectations for All- The Community School will be organized to support student learning, establish Personalized Learning Environments for students, and engage students in service learning projects in the community. Children, youth and adults will be expected to learn at high standards. Parents, teachers, and community partners will be expected to support and contribute to the success of students at the school, through mentoring.
- Build on the Community's Strengths- The Community School will engage the Family Support Team in harnessing the assets of the entire community -- including the people who live and work there, local organizations, and the school.
- Embrace Diversity- The Community School will work with the Community School Resource Coordinator to network with members, agencies, and organizations in the community. The Community School Resource Coordinator will be bilingual and work with all stakeholder groups to develop respect and a strong, positive identity for people of diverse cultural backgrounds.

### **Organizational Structures**

The school will provide resources to unite the neighborhood with its Community Resource Center. The center will focus on providing services to meet the needs of the families and community members to meet the needs of the students. The Community Resource Center will function as a place where students, parents, school staff and community organizations work together. Services and resources will be provided to ensure that all children are engaged in rigorous academic experiences and enriching learning opportunities that will prepare them to be college-prepared and career-ready. As part of the school's Inquiry-Based Learning vision, students will contribute to their community by engaging in real-world problem solving to enhance the core curriculum (Quinn & Dryfoos, 2009).

The Family Support Team will oversee the work of the school's Community Resource Center. The team will work with the school's partnerships in order to focus on developing goals for enhancing community involvement, securing community resources, finding ongoing partners, and assuring that services provided are designed to meet the unique needs and interests of the community.

The Community Resource Coordinator and a bilingual PSA counselor will work with the partnership organizations in coordinating services to meet the physical, social/behavioral, and academic needs of all students. The PSA counselor will focus on student attendance by monitoring a 96-97% in-seat student attendance rate for all students. (See Appendix 8b for Information on the Attendance Plan) Along with the Community Resource Coordinator, the PSA counselor will organize and coordinate visits of students' homes and act as a liaison between the school, home and community.

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

#### Year 1:

The Community Resource Center will conduct ongoing parent workshops and training on awareness of the school's vision and mission, English learner reclassification process, workshops on the California state standards, and the school's use of authentic, periodic and summative assessments, Gifted and Talented programs, high school graduation requirements, college graduation requirements, intervention services, and Special Education services.

The school will have monthly "Coffee with the Principal" meetings for parents and community members to build relationships and engage in an Inquiry-Based Learning activity on grade level focus standards. This personalized approach will promote the importance of having parents as partners in every child's success.

In the beginning of each school year, the principal and teachers will set high expectations for all parents by communicating the required involvement in family academic activities that will be organized in each grade level. (Ongoing)

Regular communication to parents and community members will include, but will not be limited to: a monthly *Parent/Community Newsletter*, an interactive school website, informational displays, fliers, Connect-Ed telephone calls, regular distribution of informational materials, daily interaction with parents, and an online calendar of events. (Ongoing)

The school will conduct parent surveys on a regular basis to determine the preferred types of workshops and trainings. (Ongoing)

Parents will be actively involved in the local school decision-making, budgetary actions and all aspects of the school and curriculum, which affects their children's daily education. Training for all interested participants will be held on a regular basis. Parent representatives will be part of the composition of the School Site Council. In this capacity, parents will help design, implement and revise, the Single Plan for Student Achievement (SPSA), which will be the driving force behind all instruction and decisions made at the school site.

The parent involvement policy will be revised annually and will be a part of the SPSA.

Parent representatives on the school site Compensatory Education Advisory Committee (CEAC) and English Learners Advisory Committee (ELAC) will be elected by the parents and will advise the School Site Council on a variety of topics such as: the academic programs for English learners, supplemental programs, and budgetary actions.

### Year 2:

Along with partnership organizations, the Community Resource Center will host a variety of trainings and workshops that include: adult ESL classes, adult computer and technology training, GED completion courses, financial literacy, nutrition counseling, housing services workshops, high school and college preparedness, adult and youth career opportunities, and job preparedness skills.

In collaboration with Valley Community Clinic and the Friends of the Family Community Mental Health center, the school will provide free health and dental screenings for parents, students and the community.

The school will establish a School Volunteer Program for parents and community members to work in the classrooms, school, Community Resource Center and various school events. Volunteers will be trained regularly and will be recognized by the school and partnership organizations.

Teachers, administrators, parent volunteers, the resource coordinator and school staff will engage in daily face-to-face communication with fellow parents and community members to encourage volunteerism and parent participation in all school activities. A school valet program will be established where parent volunteers can interact with fellow parents to encourage parental involvement.

The Family Support Team will conduct monthly visits to new and existing local businesses and organizations to encourage participation, sponsorship and involvement in school events and community service projects.

The Family Support Team will hold monthly volunteer recruitment days where parents, teachers, students and staff will participate in recruiting parent and community members to volunteer in school events.

### Year 3:

The Community Resource Center will collaborate with each partnership organization to adopt and sponsor students in an entire grade-level to work with them and serve as mentors in providing assistance with inquiry-based projects.

Along with partnership organizations, the school will provide direct services to the community such as: community health fairs, a 12-week walking program to increase physical activity level of adults in the community, a 10-week family literacy development program, free healthy cooking classes, job fairs, and nutrition counseling.

The Family Support Team and the partnership organizations will design a Quarterly Community Newsletter to inform the community of the school's projects, events, fundraisers, and activities. The newsletter will also include advertisements and announcements of neighborhood news, events, and projects. Parents and community members will also have the opportunity to sign-up for regular email updates of school and neighborhood events.

### **8c. Key Community Partnerships**

Community members will be included in the ongoing success of Julie Korenstein Elementary School by their participation in the Family Support Team and their involvement in the school. Under a *Community School* model, ongoing communication will take place between the school and partnership organizations. Quarterly meetings will be held to conduct data analysis to measure the progress of professional development and program implementation. In addition, analysis of all community outreach activities will be

conducted to monitor the increase of parental and community participation in classes, workshops and other events. Partnerships will further the vision and mission of the school by mentoring and sponsoring students' Inquiry-Based Learning projects. Detailed information regarding the following community partners is in Appendix 8c: California State University, Northridge (CSUN), Project GRAD, Los Angeles Education Partnership, and Valley Care Community Consortium.

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

- Year 1: Mentors from the partnerships will meet with students individually to support their work on their Inquiry-Based Learning projects and help facilitate sharing their projects with the community. In addition, partnership organizations will work with the Family Support Team to develop a community and parent needs assessment that will guide the design and implementation of workshops, trainings and services for all stakeholders. Partnerships will provide services and trainings according to their commitment pledge with the school.
- Year 2: The partnership organizations will continue to sponsor the same cohort of students in a new grade level in continuing their Inquiry-Based Learning. . Partnership organizations will work with the Family Support Team to engage more businesses and organizations to sponsor school events. Partnerships will provide services and trainings based on needs assessment and according to their commitment pledge with the school.
- Year 3-5: The partnerships will continue to sponsor the same cohort of students in an inquiry and project-based community service project. Partnerships will provide services and trainings based on needs assessment and according to their commitment pledge with the school.

The Family Support Team will conduct an annual evaluation of the efficacy of the partnerships to identify the needs for the following school year. Due diligence in the selection process was based on the following: 1) institutions, organizations, or agencies with a minimum of 10 years of results-driven experience working with schools, students, and families; 2) recommendations garnered from elementary and secondary administrators in the Los Angeles Unified School District regarding institutions, organizations, or agencies demonstrating success in their work with students and families with similar demographic and academic profiles as the community where Julie Korenstein Elementary School is located; and 3) presentations of the proposed educational plan for Julie Korenstein Elementary School to prospective partners through a series of meetings to determine whether services, resources, and supports to be provided by the partners would align to the expressed needs of stakeholder groups, and the mission and vision of the school

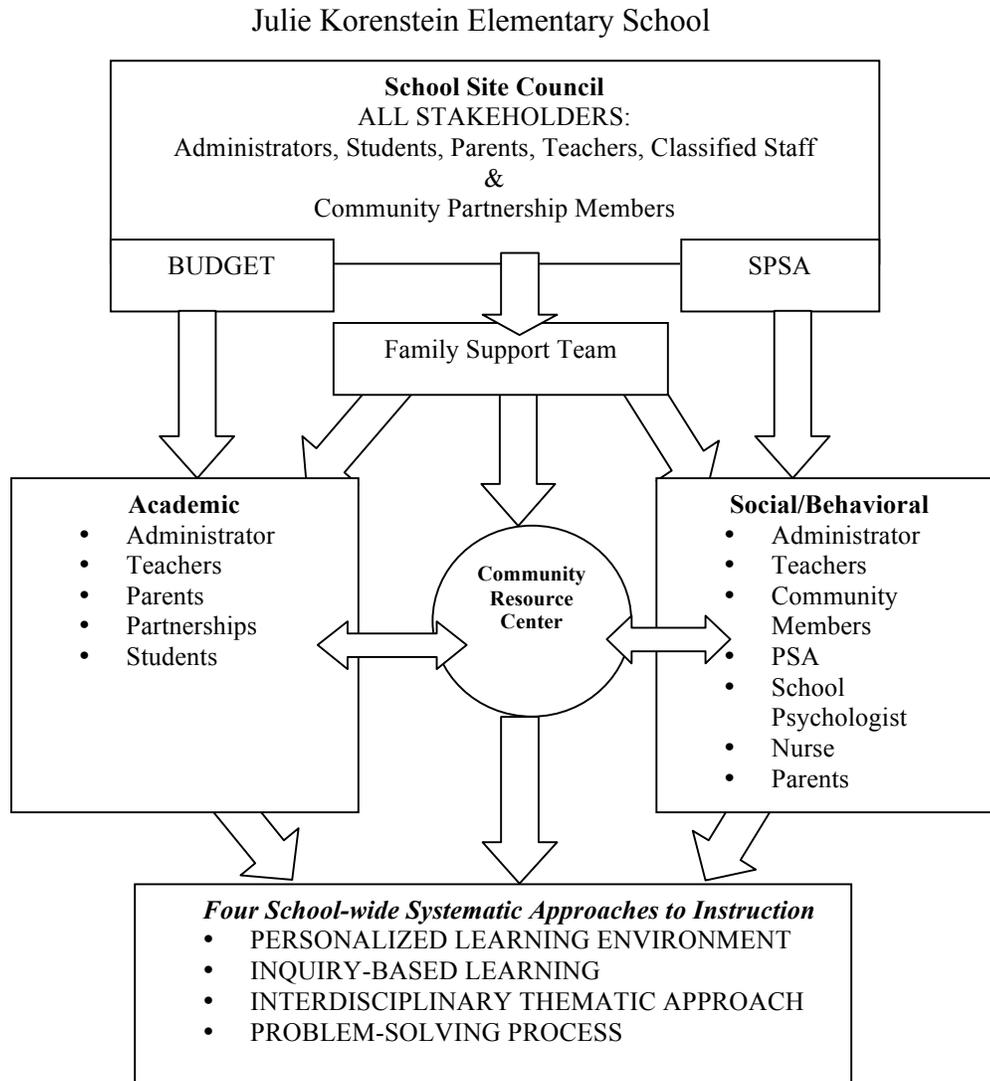
The criteria used in the selection of partners were: 1) The partners currently have a positive history of providing services, resources, and support to students, families, and communities in LAUSD; 2) The services, resources, and support provided by the partners are similar to the needs expressed by members of the community during the community meetings held to develop the educational plan for Julie Korenstein Elementary School; and 3) The partners will further develop the vision and mission of the school to prepare all students to be college prepared and career ready.

Letters of Support from the partnerships and community organizations that have pledged to work with Julie Korenstein Elementary School are provided in Appendix. 8c. Specific support, resources, and services that support the vision, mission, and education plan of the school are also provided in Appendix 8c.

## Part 9: School Governance

### 9a. School and Advisory Organizational Chart

The following contains the school and advisory organization chart: (See Appendix 9a for a detailed description of the School Site Council.



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

## Part 10: School Leadership and Staffing Plans

Julie Korenstein Elementary School will adhere to Hours, Duties and Work Year, Transfers, reduction in Force/Reinstatement and Salaries as described LAUSD Collective Bargaining Agreements.

### 10a. Leadership Team Capacity

Local District 2 is submitting the plan for Julie Korenstein Elementary School. The leadership team consists of the Local District 2 Superintendent, Elementary Principals, Elementary Directors of School Services,

Instructional Content Experts, Elementary Classroom Teachers, Parents, Community Members, and Partnership Organizations (See Appendix 10.0 for resumes of leadership team members who participated in drafting and writing the educational plan for Julie Korenstein Elementary School, and who demonstrate a proven track record of success serving students and families of similar demographics).

**10b. Staffing Model:** Below are Academic and Non-Academic staffing needs for Julie Korenstein Elementary School from start-up through year five.

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

\* Intervention Teachers and Teacher Assistants will be purchased to lower the student to teacher ratio to allow for increased instructional time for all students, especially, at-risk students. The school will also provide specialized IEP services with the help of a bilingual APEIS, Special Education assistants, and itinerant educators that work with students with specific Individualized Education Program goals. As an LAUSD school, Julie Korenstein Elementary School will be part of the District’s internal structure and therefore will seek and secure budget information from LAUSD’s proposed budget.

**10c. Compensation**

Local District 2 is submitting an educational plan to operate Julie Korenstein Elementary School as part of LAUSD and will continue to use current LAUSD guidelines and collective bargaining agreements regarding salary.

**10d. School Leadership**

Local District 2 will select a highly qualified instructional leader to be principal of Julie Korenstein Elementary School. The principal will be responsible for working with all stakeholders to execute the vision and mission of the school. The principal will undergo a rigorous selection process and will have to meet the following criteria: A firm understanding of the four school-wide systematic approaches to instruction, Expert knowledge of standards-based instruction in all core subjects, Experience with Inquiry-Based Learning and Personalized Learning Environments, A deep understanding of Interdisciplinary Thematic Approaches to instruction and the Problem-Solving Process.

Leadership Skills:

Possess the ability to lead a school staff in a positive and effective manner that fosters reflection, teamwork, and collaborative decisions, and implements the school’s educational plan that supports the vision and

mission of the school. The ability to supervise and monitor the implementation and delivery of the school's rigorous plan, And posses a visionary approach to educational reform.

Collaboration:

Responds and engages with families, partnerships, and community members to mobilize resources in further developing the community school.

Problem solving:

Demonstrates ingenuity and/or creativity in solving problems or working towards results. Must have received extensive training on the RtI<sup>2</sup> model.

Follow-up and responsiveness: Responds, initiates, changes or sets new priorities, and communicates the same to all involved; to ensure all tasks and projects are seen through to completion.

Extra-organizational sensitivity: Perceives the impact and the implications of decisions on various ethnic groups' understanding of and sensitivity to various cultural and ethnic groups. Able to work with all students representative of the various sub-groups at the school such as At-Risk students, Students With Disabilities, Socio-Economically Disadvantaged, English Learners, Standard English Learners and GATE.

Communication: Express ideas clearly and communicate verbally and in written context in an effective manner. Encourage continuous improvement of the delivery of instruction through ongoing feedback to all teachers and staff.

Decision-making: Uses reasonable judgment on an issue under consideration resulting in a positive conclusion or solution. All decisions will be based on the analysis of student data to maintain a focus on improving student achievement.

Fairness-objectivity: Directs and manages in a manner that is uninfluenced by emotion, assumption, or personal opinion.

Judgment: Develops alternative courses of action and makes decision which reflects factual information; are based on logical assumptions; and take organization resources into consideration.

(See Appendix 10d for the Principal Job Description).

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

**10e. Leadership Team Beyond the Principal**

The leadership positions beyond the principal will include the APEIS, Categorical Program Advisor, School Administrative Assistant, Plant Manager, Cafeteria Manager, and Community School Resource Coordinator.

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

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

**Staff Hiring Criteria:** Each candidate will go through a rigorous selection process and must have a proven track record of success serving students of similar demographics. Each candidate must have the capacity to successfully perform all tasks needed to lead the school. The candidate must display a strong ability to work collaboratively in developing a community school. (See Appendix 10e for the Job Descriptions of all Leadership Team Members)

**10f. Recruitment of Teaching Staff**

The Leadership Team’s strategy for recruiting, hiring and developing the school’s teaching staff will be to focus on the potential teacher candidate’s proven track record of success serving students of similar demographics. The teacher candidate will be interviewed and must demonstrate their ability to provide standards-based instruction for all students utilizing effective pedagogies, strategies, and methodologies. In addition, teacher candidates must show knowledge of inquiry-based and project-based learning pedagogy, culturally relevant and responsive pedagogy, and culturally responsive classroom management.

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

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

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

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

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

### **Part 11. Operations**

**11. a, b, c, d, e, and f:** The Los Angeles Unified School District will coordinate all operational functions and activities at Julie Korenstein Elementary School

### **Part 12. Finances**

**12. a, b, and c:** The Los Angeles Unified School District and Local District 2 will be responsible for generating all financial and budget reports for Julie Korenstein Elementary School. The District's budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update budget encumbrances and expenditures for non-categorical (unrestricted programs/accounts) and categorical programs (restricted programs/accounts).

### **Part 13. Facilities**

#### **13a.**

The Los Angeles Unified School District will provide facilities use agreements to be finalized by the Workforce Stability Taskforce.

