

Valley Region Elementary School #8

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 #8 as a public school. The Local District Superintendent agrees to and certifies the following:

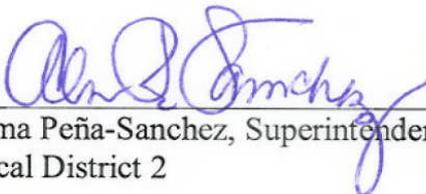
Not For Profit: Local District 2 is a part of the Los Angeles School District and is not a for-profit organization or entity. Local District 2 will collaborate with Los Angeles Education Partnership (LAEP), California State University Northridge (CSUN) and Project GRAD Los Angeles in the operation of Valley Region Elementary School #8 (ES#8) in July 2010.

Student Enrollment: ES#8 will enroll the requisite number of students from the impacted campuses of Gridley ES and Morningside ES, Pre-kindergarten through fifth grade. Proposed boundary changes will allow students from these schools to attend the new school in September, 2010. All students coming from the designated attendance areas of the two schools and the newly determined attendance area will be served. Ongoing review mechanisms will be put in place to ensure that retention and student composition reflects that of the overall school community.

Student Composition: ES#8 will provide a free, non-sectarian, public education for all students in the attendance area, preparing them for success in secondary, post secondary and career courses and choices. ES#8 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. ES#8 will accommodate approximately 575 students in a Pre-kindergarten through fifth grade configuration and will reflect the demographics of the school's attendance area. (See Demographic Information of Student Population, page 2)

Fiscal Solvency: No outside providers exist for this school. ES #8 will rely on budgetary allocations from the Los Angeles Unified School District. Budget and financial statements will be provided to the school by Los Angeles Unified School District.

Special Education: ES#8 will adhere to and fulfill terms, conditions and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the District pertaining to Special Education. ES#8 will use the District's Special Education Policies and Procedures manual and Integrated Student Information System (ISIS) and Welligent for on-line Individualized Education Programs (IEPs) and tracking of related services provided to students.



Alma Peña-Sanchez, Superintendent
Local District 2

January 11, 2010
Date

b. Student Population:

The population of ES# 8 is predominantly Hispanic with a large English learner population and will draw from the current attendance areas of Gridley and Morningside Elementary Schools. Below is demographic information of the relieved schools, including the percent of Hispanic, English learners, socioeconomically disadvantaged students and with Individualized Education Programs (IEPs).

Demographic Information of Student Population for 2009-2010 School Year

Relieved School Demographics	Morningside ES		Gridley ES		Total of All Relieved Schools	
	#	%	#	%	#	%
<i>Student Ethnicity</i>						
African American	2	0.2%	11	1.1%	13	0.6%
American Indian/Alaska Native	3	0.3%	8	0.8%	11	0.5%
Asian	2	0.2%	3	0.3%	5	0.2%
Filipino	0	0.0%	0	0.0%	0	0.0%
Hispanic	990	98.6%	965	95.5%	1955	97.1%
Pacific Islander	0	0.0%	2	0.2%	2	0.1%
White	7	0.7%	21	2.1%	28	1.4%
<i>Language Classification</i>						
Limited English Proficiency	416	41.4%	506	50.1%	922	45.8%
Reclassified Fluent English Prof. (RFEP)	125	12.5%	80	7.9%	205	10.2%
Initially Fluent English Prof. (IFEP)	114	11.4%	104	10.3%	218	10.8%
English Only	312	31.1%	317	31.4%	629	31.2%
<i>Free/Reduced Price Meals</i>						
Free/Reduced price breakfast/lunch	920	91.6%	939	93.0%	1859	92.3%
<i>Special Education</i>						
Number with Active IEP's	81	8.0%	91	9.0%	172	8.5%

Source: LAUSD Decision Support System Data Base. Statistics are calculated using data for the 2009-2010 school year

Local District 2 has provided technical and instructional assistance to schools in the San Fernando Valley with similar demographics to ES#8. To date, Local District 2 has 35 elementary schools with an API over 700, and 14 with an API over 800. From 2007-2008 to 2008-2009, 40 of the 58 elementary schools under the supervision of Local District 2 showed positive growth on the API. In 2008-2009, Local District 2 schools scored in API bands in the following distribution:

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

Local District 2 Schools have **improved** in all areas and show an **upward trend** in API, AYP for all subgroups. (See Appendix 1.1 LD2 CST and API Growth Charts)

c. Vision, Mission and Philosophy:

Vision: ES#8 is a welcoming, nurturing community school where all students, staff, parents and community partners actively collaborate to guarantee that students achieve at high academic levels, prepared for secondary, post-secondary and career opportunities. A planning year for the Spanish/English dual language program will be implemented in the 2010-2011 school year. In 2011-2012, kindergarten students will be enrolled in a dual language program on a choice basis. Each year thereafter, the school will add a grade level until the dual language program is available kindergarten through fifth grade. All ES#8 students will be capable and competent learners, proficient with technology, culturally sensitive, and able to thrive and confidently engage in reflective thinking and problem solving in and out of school. Community partners and the school will empower parents to realize their educational career expectations for their children.

Mission: The mission of ES#8 is to be a community school where each student will take part in constructing their own learning in a highly collaborative, technology infused, project based environment. ES#8 will offer a Spanish/English dual language program to provide students the opportunity to be bilingual, bi-literate and bicultural. All students will be lifelong learners prepared for a rapidly changing, multicultural, high tech society.

Philosophy: The educational philosophy of ES #8 is based on **active learning** that connects standards, curriculum and pedagogies so that students experience and work in deep ways with essential ideas from Pre-kindergarten through grade five. At all grade levels, students will confront real problems within the standards based content to enhance learning to mastery. Highly qualified teachers will inspire and teach students to think critically and take intellectual risks. By offering a **dual language program**, ES#8 will provide the best opportunity for families that are committed to academic excellence and genuine bilingualism for their children. Dual language programs have been found to provide strong academic gains for language minority students and native English speakers.

Students at ES#8 will master the curriculum and content standards through instruction that **integrates technology, academic discussion, presentation, and writing** in all content areas. Students will read with grade-level fluency, develop questions that promote inquiry and create projects in an environment where diversity of thought is respected and valued. Teachers will collaborate and plan opportunities for students to focus on the identification, analysis and resolution of immediate problems in the students' world.

To provide additional support for students during the school day, an off-norm Language Arts Support Teacher will be hired. This teacher will work with at risk students during core subject area instruction and will lower the pupil student ratio during the school day. Additionally, the Language Arts Support teacher will work with teachers to integrate art and music into the curriculum. This reflects our **dedication to the whole child approach to learning and our commitment to infuse the arts into the daily lives of students**. ES#* will also emphasize nutrition instruction and California state standards for health, which promote active, healthy lifestyles. The music program Pre K–5 will develop a fundamental appreciation of sound-symbol relationships enhancing literacy as well as cultural appreciation. A school orchestra will reflect the pride and achievement of this community of learners. LAUSD data show that 90% of students that play in the high school band go on to college.

The learning environment will also attend to the development of students who care about self, others and the environment, demonstrate self-confidence and can make responsible choices and decisions. This is reflective of a **service oriented community school** culture.

A Day In the Life: From the moment that Viviana, grade 4, walks on the campus of ES#8 carrying her backpack and her violin, accompanied by her mother and four year old brother, Angel, she knows her purpose and feels at home in her surroundings. Before breakfast, Viviana knows that supervised areas of the school are open for her to come early to do research in the library, practice her violin, check her email, catch up on

homework or meet with her teacher or project group. In the hallway of the school, a volunteer parent leader is greeting the children and their parents. When the greeter sees Viviana's mother, she cheerfully calls out a reminder that next week Vivian's mother will be serving as parent greeter. Viviana's mother kisses her goodbye saying, "Preguntale a tu maestra si no entiendes la materia."

Viviana walks to her weekly morning assembly, with a "Good morning!" to friends and moves on to music class. Meanwhile, her teacher meets with colleagues for 90 minutes to analyze results of a formative assessment that will direct their collaboration on future lesson plans.

After music, Viviana meets with fellow student meteorologists in her math class. They have been studying environments in science wondering about the impact of global warming and how it has changed the environment of Los Angeles. She and her group have chosen to investigate climate trends in Los Angeles. After a group discussion, Viviana and her group decide they need to get a history of general weather and specific temperatures in Los Angeles for the last 100 years. They decide to create a database to show this information in an organized manner. They go online and perform a number of searches until they come across a site that lists daily average temperatures, daily range and daily precipitation. The group creates a line graph to show the average daily temperature by months and look for trends. Viviana thinks that 100 years is too much data, and suggests that each person in the group chart one decade's worth of data. A lively discussion follows as they consider different directions for their research project. After lunch, Viviana continues math with the teacher next door. When she returns to her classroom, her team is using a class-developed rubric to suggest revisions to a classmate whose expository writing project is displayed on a document reader.

The school day ends at 2:30 p.m. and Viviana's mother and Angel go to meet Viviana. A variety of learning activities are available for them after school. Official parent volunteers take turns covering the childcare center where Angel can engage in learning through play. Viviana goes to the school's library where CSUN students and senior citizens provide homework assistance. Viviana's friends may attend classes organized by the music teacher and physical education teacher that include ethnic dance, mariachi music, soccer, jogging, volleyball, nutrition programs, cooking, hand crafts, many of which are staffed by parent volunteers. Viviana's mother has several options. One teacher offers computer skills for parents and guides parents on the use of the Internet while another reinforces keyboarding skills. The community partners, Hathaway-Sycamores and other health partners, provide services in the community until 6:00 p.m. On their walk home, Viviana excitedly shares that she has mastered a new song on the violin.

d. Educational Plan: The educational plan for ES#8 will ensure that all students engage with a high quality, **technology infused** standards based curriculum delivered by teachers using research-based methodologies, such as project and inquiry based learning. An approach using multiple modalities will build on students' strengths and encourage meaningful personalized learning choices around standards based projects. Collaborative teaching teams will develop balanced integrated curricula with measurable performance goals for students. Assessment results will provide a basis for regularly scheduled reflection upon teaching practice and student outcomes. Through this process, at risk students will be provided with small group and individualized instruction/intervention.

Teachers at ES#8 will employ a culturally relevant interdisciplinary, thematic approach to planning and organizing the curriculum so that **universal themes** or **big ideas** provide context and content for students to understand and connect deeply to units of study or areas of inquiry. This will provide opportunities for students to engage in rich academic conversations and critical thinking, writing and presentation skills in English and Spanish.

Language arts are stressed and integrated as students connect the themes in content areas. **Technology** and the **Internet** serve as a primary resource for projects. A focus on inquiry as a key pedagogy will be demonstrated on self-selected research projects using technology in collaborative environments. Through **questioning, research, group projects and academic discussion**, students will develop a sense of

accountability to self, learning and to each other. Reflective of the unique quality of student learning and interest, students will be provided with multiple and personalized ways of demonstrating mastery of the standards. This will include authentic formative and summative assessments, including student portfolios and project based measures, for example oral and written presentations, multimedia and dramatic presentations. These will be conducted in the dominant and partner language and will include the use of students' preferred modalities and learning styles.

One of the cornerstone beliefs at ES#8 is that **learning is a social construction**. This is not only true for children. Teachers also learn best together, constructing group solutions to teaching and learning. Professional development at ES#8 will therefore be regularly organized in grade levels and articulated teams. Skillful implementation of the core curriculum for the diverse learners in their looped (students stay with the same teacher for two years) or teamed classes will form the basis of the professional development. Teachers will work together to establish powerful connections across subject areas. Special attention will be given to **conceptual and linguistic connections** between English and Spanish that will form the basis of the dual language program.

Professional development gives instructional staff the time and resources to work together to solve and resolve learning issues together during the working day. Teachers will develop knowledge, skill and capacity to utilize evidence based methodologies and strategies to facilitate student learning projects and units of instruction integrating technology into the core curriculum and state standards. Additionally, the large number of English learners (ELs) necessitates the development of academic vocabulary and language, with scaffolds, in every lesson. Since the first year will be a planning and preparation year for ES#8's dual language program, time will be devoted to deep understanding of effective dual language curriculum and practice.

e. Community Impact and Involvement: ES#8 will directly relieve the two neighboring schools, Morningside ES and Gridley ES and indirectly relieve Dyer ES. The opening of ES#8 will allow these schools to convert from a year-round to a traditional school calendar. Additionally, it will simplify family schedules as these elementary schools feed into San Fernando Middle School, which follows a traditional school calendar. ES#8 with the assistance of LAEP, Valley Community Clinic and several other partner organizations will bring needed health and human services to the community. (See Appendix: Letters of Support) Parents, especially working parents, will appreciate after school programs. After school programs will be provided by the Youth Services/Beyond the Bell, including homework club and a variety of athletic and recreation activities.

In response to parent requests for a community school, **ES#8 will offer opportunities for parents to understand and monitor their child's path to academic success**. Ongoing outreach and support will be given to all parents in need of English as a Second Language classes, General Education Development (GED) preparation, and computer skills. Regularly scheduled workshops will provide information and training on how to assist students with learning/study skills at home, and how to access educational experiences in the local and greater Los Angeles community. Additionally, parents will understand student test scores, ELD portfolios, and grading policies.

f. Leadership and Governance: The planning team for ES#8 has had **extensive dialogue** with and received critical input from parents, teachers, partners, and community leaders. Team members included experienced educators, community leaders, partners and parents. In the plan, the team outlines a sustainable vision for strong academic outcomes for students. The plan also provides conditions for retaining a reciprocal relationship with the community. (See Appendix: Resumes Folder) A School Site Governance Council (SSGC) will oversee the implementation of the plan and allot fiscal resources as required by this proposal.

g. Fiscal Plan: Local District 2: Local District 2 is seeking **autonomy for per pupil budgeting**. The fiscal plan for Valley Region Elementary School #8 will be focused on utilizing all resources strategically to enact the actions with the mission, vision and educational plan of the school. The School Site Governance Council will

oversee the strategic use of time, fiscal, and human resources. Additionally, partnerships such as LAEP and Project GRAD have historically supported student achievement for partner schools and created ongoing community partnerships to provide academic, health and human services to the community of the North East San Fernando Valley and surrounding areas. CSUN has demonstrated deep ties to the community providing student teachers, student volunteers, teacher training, and graduate research.

SECTION 2: Curriculum and Instruction

2a. Curriculum Map and Summary

The scope and sequence of the proposed curricula for ES#8 is aligned with the school's vision, mission, and the California content standards. (See Appendix Folder for Scope and Sequence of all curricular areas) All students at ES#8 will participate in a technology rich environment that supports a powerful instructional program, a collaborative teaching and learning environment that personalizes and strengthens student achievement. The school is committed to using the District core program in a collaborative, **project-based** approach that fosters critical and creative thinking within a standards based rigorous program. All students will be held to high expectations and will have opportunities to do thought provoking work that will allow them **to use their minds well**. ES#8 is committed to providing learning experiences that will have intrinsic meaning and value to students beyond achieving success in school and enable them to become life long learners. To that end, the curriculum for ES#8 will be distinguished by its use of **collaborative teaching and learning teams and technology blended instruction**. Additionally, a Spanish/English dual language immersion program will be offered beginning in 2011 in Kindergarten. The goals of the dual language program are **bilingualism, bi-literacy, academic achievement in all content areas, and cultural diversity**. This will prepare students for the 21st century and to be competitive in the workforce. (See Appendix 2.3: Description of Dual language curriculum: LAUSD Reference Guide: Implementation Policy for New and Existing Dual Language Programs REF. 3451.1)

Teachers at ES#8 will use the following **effective research-based strategies and techniques** to provide a quality, comprehensive and rigorous standards-based curriculum for all students (*Effective Teaching Strategies that Accommodate Diverse Learners*, Kameenui & Carnine, 2002):

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

ES#8 teachers will teach **problem-solving skills through the use of project-based learning** to move students toward more authentic accomplishments and enable positive effects on student achievement. Strategies to support this type of teaching are:

- Valuing and pursuing student questions and interests
- Including primary sources of materials and manipulative materials
- Dialoguing with students and helping students construct their own knowledge
- Taking an interactive role with students, listening and teaching negotiation
- Assessing student projects, points of view, and the work process
- Preparing and teaching students to work in groups and problem solve with evidence

Technology offers a tremendous amount of information, tools for creativity and development, and various forums for communication. Within a student centered curriculum based on student performance or research, new technology tools provide many opportunities for students and teachers to build knowledge. Research shows that when students from diverse backgrounds, students with disabilities, and students who are economically disadvantaged, use technology when working with projects, they move quickly to **proficiency** in all curricular areas. (Lamb, 2004) The use of technology will complement the project-based learning or “constructivist” teaching model to be used at ES#8. “Constructivism purposes that learning environments should support multiple perspectives or interpretations of reality, knowledge construction, and context-rich, experienced based activities,” (Dr. Davis H. Jonassen, renowned educator, researcher and author on instructional technology) At ES#8 a **technology rich environment for supporting high quality instruction** will include:

- Readily available current events and primary source material, such as Pioneers’ diaries
- Digital photography and art applications, databases and multimedia, to enhance student expressions
- Approved email, list serves, live chats, data archives, and websites to exchange ideas and information
- Scenarios and interdisciplinary connections and simulations
- Virtual visits to places around the world through video or web-based images
- Lap top computers carts for 10 paired classes
- Utilization of WIFI accessibility installed in all classrooms
- Fixed teacher stations with a control system for all media including LCD Projectors in all classrooms
- Access to software supporting District core programs
- Interactive software in language arts, mathematics, science, social studies, and art
- Instruction on appropriate use of internet and keyboarding skills
- Teaching students to develop comprehensible expository text and writing a reflective journal
- Teaching students to manage information and initiate searches independently
- Evaluating, synthesizing, developing inferences that ensure media literacy
- Utilizing internet to support project based instruction including identifying and collecting pertinent information and power point presentations.
- Developing a school web site to improve public relations and communication with parents and students

Spanish/English Dual Language Program Plans

The goals of the dual language program are bilingualism-bi-literacy, academic achievement in all content areas, and cultural diversity. This will prepare students for the 21st century and to be competitive in the workforce. ES#8 will **maximize the unique potential of English learners (ELs) for future academic and life success** through a dual language program. Skills taught in each language are coordinated to maximize cross-linguistic transfer and support learning in content areas. Teachers use flexible grouping and differentiation to meet the needs of native speakers and language learners. Students learn to read in both languages (English and Spanish) starting in Kindergarten. Native English speakers and native Spanish speakers are integrated for instruction 100% of the day in dual language classrooms. All stakeholders in the school need to have buy-in for this program to be maintained and successful.

Dual language curriculum will begin for one to two classes of kindergarten students in September 2011. Parents are committed to bilingualism and bi-literacy and are aware that to receive the maximum benefits of this program a long term commitment is necessary. Dual language program participants will receive instruction in two languages from kindergarten to grade five.

The dual language program is not a transitional program; this means that instruction in both languages is maintained K through fifth grade. A measure of success for English learners is reclassification by fourth grade.

To ensure an effective implementation of this program, it is recommended that the first year of this program be for **planning and preparation of teachers and the community**. Teachers will participate in training for the appropriate implementation of the dual language program. This will include how to teach 50% of the time in English and 50% of the time in Spanish in all content areas because skills are taught in both languages.

Teachers will need a minimum have 'A level' fluency as determined by LAUSD and a BCC/BCLAD to participate in training. Both parents and teachers will receive training and professional development to build support and strength for the opening of this program. (See Family Engagement and Professional Development sections). Ongoing support will be provided for by the LAUSD Asian Pacific & Other Languages/Dual Language Program (APOLO). (See Appendix 2.3 Existing Dual Language Programs REF. 3451.1) Research findings have shown that students in dual language programs significantly outperform their comparison groups in other educational programs (Thomas and Collier, 2002)

Valley Region ES #8 will use the following research based, California state adopted & district-approved curricula, for Pre-Kindergarten-grade five, to rigorously teach grade level standards:

English Language Arts (ELA): Teachers will use the *Open Court Reading (OCR 2002)* program and supplementary materials to teach California State's ELA grade level standards. The *Open Court Reading* program is a **research-based program that has a long track record of success for all students**¹. It has various components, including systematic phonics instruction, reading comprehension and vocabulary strategies. Students learn to read, write, and communicate to build competence and confidence, close the achievement gap, and learn how to participate fully in society. To enhance the writing component of the ELA curriculum, *Write from the Beginning (WFTB)* will be used. The focus of *WFTB* is on early training in the essential criteria that is necessary for successful writing achievement beyond the primary years. *WFTB* will provide students with the knowledge and skills necessary to achieve proficiency in writing standards. It will provide teachers with age appropriate, instructional plans that scaffold the writing process. Students will receive at least 2 ½ hours of daily instruction in ELA. Students in Pre-Kindergarten will receive instruction in the *Developmental Learning Materials (DLM)* Early Childhood program, which supports oral language development, phonological awareness/sensitivity, alphabet knowledge, and print awareness.

English Language Development (ELD): English learners are 45% of the student population at ES#8. English learners are those students whose first language is not English and who were tested upon entering LAUSD and were found to be not proficient in English. The ELD standards are the pathway to the ELA standards. English learners will progress through the ELD standards and attain proficiency in English as quickly as possible, allowing them to successfully access the core curriculum. Teachers will teach ELD standards using *Into*

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

English!, the *ELD Practicum Enhanced Lessons*, and the *English Learner Support Guide*. Teachers will teach ELD in the same time period daily, school wide. Classes will be organized by ELD levels; students who are classified as receiving English only instruction (IFEPs, EOs, RFEPs) will participate in Reader's Theatre during ELD time.

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

Physical Education (P.E.): Teachers will teach the P.E. standards found in California's 2009 Framework for a minimum of 50 minutes twice a week. Students will learn the following:

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

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

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

Teachers will meet regularly to analyze student data, determine strengths and challenges, identify student needs, identify at-risk students and their needs, plan appropriate instruction and flexible groupings for intervention.

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

their own inquiries, investigations, and analysis. In order to have a clear understanding, be able to investigate and engage in experiments, students will study one of the three areas of science for three weeks at a time. They will explore, investigate, and engage in **experiments and projects**.

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

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

Music, dance, theatre, visual arts and media arts: In music, dance, theatre, visual arts, and media arts, students will participate in the discovery, learning, and practice of skills and concepts delineated in the state arts framework. Students will engage in and express their learning through projects, experiences, and performances to be shared with the community. Media arts will be taught in every class as part of the technology instruction. Students will have opportunities to **practice technological skills** and apply them to other content area projects using their classroom computer.

Students will discover that the **library is a resource** for acquiring a variety of skills, including reading, conducting investigations, and doing research through regularly scheduled library visits. In addition to weekly scheduled class visits, the library will welcome students before school, during recess, at lunch and after school. Upper-grade students will have the option before school, during and after school to sign-up to read with students or monitor others that need help with their projects. Students will participate in a variety of engaging activities to motivate them to read that will help them in all curricular areas. These will include, "Read across America" events, live author meet and greet "Author Days," Book Fairs, Parent and Grandparent's Day, and Dr. Seuss Reading Read-A-thon. Students will also have the opportunity to self select books for pleasure reading and for the school wide Daily Reading Log.

(See Appendix 2.2: Sample School Schedule)

2b. Track Record of Proposed Curriculum:

All curriculum and materials utilized in the educational plan for ES #8 are **California State adopted, research based, and aligned to the California content standards**. The curriculum has been subject to a thorough review and evaluation process by a panel of professional educators and the California State Department of Education before final adoption. LAUSD has a rigorous process of adoptions that screens for the inclusion of grade level state standards, and culturally relevant content and context. Research findings have shown that students in the **dual language program** significantly outperform their comparison groups in other educational programs (Thomas and Collier, 2002). Additionally, the CA Foreign Language framework states "Foreign language instruction not only increases student's literacy in languages other than English but also increases their literacy in English since learning a new language develops critical thinking skills." (Pg.22) Thus,

the dual language program at ES#8 will benefit all students, English learners (ELs), Initially Fluent English Students (IFEPS) and English only (EO) students.

ES#8 will use research-based California state adopted and District approved programs to teach grade level standards in all content areas. (See Appendix 2.4: List of Research Based State Adopted Curricula, Textbooks for ES#8)

2c. Addressing the Needs of All Students:

All Students: ES#8 will provide a high-quality, rigorous instructional program using an integrated, standards-based core curriculum designed to prepare all **students to be critical thinkers and problem solvers**. They will be prepared to compete successfully in the complex global society of the 21st century, to participate fully as an informed citizens, and able to choose from among a full-range of career paths and college options. This educational plan will allow all students to learn through a multimodal approach encouraging **open-ended inquiry, creative expression and discovery**. The plan is based on students learning through standards-based lessons utilizing explicit, systematic instruction incorporating multiple modalities, flexible grouping and cooperative learning groups. Students have the opportunity to demonstrate mastery of content standards and skills in differentiated ways. Students will construct meaning and produce knowledge using disciplined inquiry to produce discourse, projects, and performances that have value or meaning beyond success in school. (See Appendix 2.5: Five Standards of Authentic Instruction, Educational Leadership)

Through strategic planning, grade level teacher teams will design standards-based, interdisciplinary thematic units utilizing technology and including cultural applications through literature, art, music and performance. Lessons will be designed with measurable learning outcomes, which will be used to reflect on pedagogical practice, methodologies, and the systematic monitoring of student progress in the curriculum.

Students of Poverty may not necessarily be at-risk students. However, they may need additional opportunities to **enrich their social and real life experiences in a safe and trusting environment**. This will allow students to grow in self confidence and develop academic and life skills. Strategies to address their needs include: project based lessons, cooperative learning; direct, explicit instruction, and multimodal approaches. Students will have opportunities to self select areas of interest for projects and study. Teachers will specifically model ways to construct broader concepts from discrete pieces of information. Community partnerships such as CSUN, Girl Scouts, Boy Scouts, “Beyond the Bell” and others will offer mentors, services and opportunities to enrich students’ time. All school experiences before, during, and after school will address **the development of academic, social, and civic assets**. (See Appendix: Letters of Support Folder, and Appendix 2.6 Developmental Assets)

At-Risk Students are identified as students who have not reached proficient or advanced levels on the CST, grade level benchmarks, periodic assessments, and/or teacher created formative assessments. Supports for students will address targeted needs and timely acquisition of concepts and skills. Student progress will be assessed and monitored on an on going basis. There will be an emphasis on the use of universal screenings such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to ensure that any and all skills deficits in the building blocks of reading are detected and addressed.

ES#8 will put in place a Response to Instruction and Intervention (RtI²) framework to support the needs of all students. RtI² is a multi-tiered framework that provides a well integrated and seamless system of instruction and intervention matched to student need and driven by student outcome data. Teachers provide instruction at each tier that is differentiated, culturally responsive, and aligned to grade level standards. A **Language Arts Support, non-register carrying teacher**, will assist in organizing and delivering instruction for at-risk students and will lower the student-teacher ratio during core instruction time.

Tier 1 All students receive robust core instruction. Teachers will provide high quality standards based instruction using research based curriculum in all content areas. Effective Tier 1 instruction will result in 80-85% of students reaching proficiency.

Tier 2 At Risk (Strategic) Students: Students who fail to achieve benchmarks as indicated by data from universal screenings, DIBELS, ELA and math periodic assessments, or benchmark formative assessments will receive Tier 2 differentiated instruction and intervention. This includes modifying lessons, teaching methodologies, resources, personnel and increased frequency of assessments. Interventions will occur during independent practice time of content instruction, strategically utilizing teacher schedules to allow for students to receive an additional time in of core instruction. Interventions after school will utilize community partners to give students extra time and focused instruction in identified areas of needs. (See Letters of Support; ABC-LEARN, Inc., CSUN) Students will be assessed during intervention in targeted grade level standards/skills utilizing the Consortium on Reading Excellence (CORE) every 3 to 4 weeks until they reach benchmark. It is anticipated that students receiving Tier 2 services will reach benchmark in targeted skills in 4-6 weeks and exit this intervention.

Tier 3 At Risk (Intensive) Students: Students identified for Tier 3 services will work in small groups or individually with teachers, language arts support teacher, teacher assistants or intervention partners more frequently and will be assessed weekly using CORE or other assessments. Instruction for these students will be more focused and specific. Trained teacher assistants will assist students under the direction of the teacher and language arts support teacher to ensure that independent practice is effective. Staff members, CSUN student teachers, community partners and volunteers will **mentor and “adopt”** each Tier 3 student to provide motivation for these students to “keep trying” and succeed. Students identified in Tier 3 are expected to master identified standards or skills in 6-8 weeks.

All students receiving Tier 2 and 3 services will be reviewed by the Student Community Outreach Team (SCOT) in the event that expected instructional improvement does not take place. SCOT, working closely with parents, will then identify resources and services appropriate to the student’s academic need.

Students with Disabilities enrolled at ES#8 receive special education and designated instruction and services in a manner that is consistent with their Individualized Education Program (IEP) and complies with the Individuals with Disabilities Education Improvement Act (IDEIA). ES#8 will comply with all legal requirements which bring together parent, students, and school personnel to address any problems, which interfere with a student’s success in school. We assure that all students with disabilities receive a free, appropriate public education (FAPE). The school has established the following Search and Serve procedures:

- Student Success Team
- Student Community Outreach Team (Coordination of Services Team)
- Response to Instruction and Intervention
- Pre-referral intervention support plan (academics and behavior)
- Identification of new students with pre-existing or active IEPs
- Clear communication to parents that education and related services are provided to students at no cost to them

The school will also adhere to the requirements of the Modified Consent Decree, including compliance with the Annual Plan, submitting documentation and data.

Valley Region ES# 8 will adhere to and ensure that all students with exceptional needs, and their families, are provided the full protection to which they are entitled as provided by provisions of the Individual with Disabilities Education Information Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and federal regulations relating thereto. These protections include, but are not limited to, the following: Students with exceptional needs shall be identified, evaluated in a nondiscriminatory manner,

and then provided appropriate programs and supports based on individual need in the least restrictive environment.

To meet the needs of all students including students with disabilities, ES#8 will create a **safe and supportive environment** by

- Encouraging students to talk, ask questions
- Allowing students to show understanding and mastery in a variety of ways including projects, presentations, portfolios etc.
- Providing systematic and explicit reading instruction emphasizing phonemic awareness, decoding, phonics, word recognition, vocabulary and reading comprehension
- Providing additional time and accommodations to sequence and pace the core curriculum so that it is relevant and appropriate for students with varied learning needs.
- Providing students services, accommodations or modifications as delineated in their Individualized Educational Programs (IEPs)
- Supporting social and emotional needs of students through mental health services, use of the **Forty Developmental Assets** to build resiliency through connections to school, family and community. (See Appendix: 2.6 Forty Developmental Assets)

Standard English Learners (SEL's): The educational plan for Hispanic and other standard English learners will consider their unique needs. The academic needs of these students will be met through key research-based strategies identified for all learners including English Language learners (below). These **key research-based strategies** will be used strategically in all core content area as applicable:

- **Flexible, cooperative learning:** Appropriate for all student populations to vary intensity, demand, rigor and speed which information and instruction is presented. Capitalizes on strengths and weakness of students and “cross-pollinates” group learning
- **Similarities and differences:** Assists students to develop problem-solving strategies and critical thinking skills by challenging existing schema, drawing inferences, and evaluating information.
- **Summarizing and note taking:** Promotes systematic and logical thinking, develops and reinforces organizational skills, and supports the understanding of main idea, supporting details or events.
- **Reinforce effort and recognition:** Set expectations and encourage students to be proud of their learning, develop their own personal self-esteem, and attempt and realize their identified academic goals
- **Homework and practice:** Promote responsibility, developing a habit of mind for students, and provide practice/reinforcement/extension for previously learned skills and concepts.
- **Nonlinguistic representation:** Allows for multiple entry points for problem-solving and provides multiple solution pathways. Adaptation to how students obtain information to learn in a digital, technological age.
- **Setting objectives and feedback:** Establishes expectations, and must be timely so students can self-monitor, understand and achieve expectations. Teachers understand and facilitate the roadmap for the learning objective, help students with choices of avenues to pursue, and what midpoint benchmarks to identify. Teacher then provides focused lessons and instruction.
- **Generating and testing hypotheses:** Develops problem-solving and critical thinking skills; utilizes inquiry based and project based learning and is reinforced in each curricular area.

Specific attention will be given to building fluency, vocabulary and comprehension, multiple opportunities for students to process and demonstrate what they know. Teachers will model and explicitly teach metacognitive strategies so that students can learn **both content and process** to apply to further learning. These strategies

incorporate culturally relevant and responsive education (CRRE) tenets which will lead to the following outcomes:

- An increase in the number and percentage of African American and Latino students who are at or above proficiency in English language arts and mathematics
- A decrease in the number of African American and Latino students who are below standard in English language arts and mathematics, are suspended, are enrolled or referred to Special Education for learning disabilities or behavior disorders (excluding physical disabilities)

(Appendix 2.7:LAUSD Closing the Achievement Gap, BUL-3833.3)

English Learners (ELs): The educational plan will consider their unique language and academic needs. A high-quality instructional program for English learners will be designed and delivered so each student has the opportunity to **gain access and master the core content areas of the curriculum** with the following goals:

- Students develop grade-level academic language proficiency to include conversational language, academic language, and the socio-cultural nuances of the language.
- Students achieve and meet high academic content standards

To help English learners achieve high academic standards, students need to navigate the bridge between their home and school cultures. Teachers and administrators will foster a positive educational climate by **showing respect for students' home cultures, language, and prior knowledge as academic as socio-emotional resources**. Academic expectations for English learners should be the same as those for native English speakers. In the dual language program classes, English and Spanish will be used as prescribed in the 50/50 model where both languages are used equally for instruction. Therefore, students will have linguistic access to the curriculum. For students in the Structured English Immersion classes, **curriculum and instruction will not be "watered down" because of limited language proficiency**. Teachers will use strategies that provide English learners with the scaffolding necessary to help them learn new concepts and achieve high standards. The instructional strategies selected for English learners will be based on a combination of language and academic goals.

ES#8 will:

- Adhere to California English Language Development Standards and all District policy mandates for English learners.
- Assess students annually in the California English Language Development Test (CELDT).
- Hire certificated, highly-qualified teachers with "A" level fluency, BCC/CLAD for the Dual Language program classes and for other classes, hire teachers who, at minimum, have Cross-Cultural language Acquisition Design (CLAD) training.
- Provide training in personalizing instruction through Specially Designed Academic Instruction in English (SDAIE) strategies and sheltered English strategies
- Provide training in evidence-based instructional practices for English learners, with a focus on oral language development, academic conversations and vocabulary acquisition, inquiry-based learning, and interdisciplinary writing
- Utilize the LAUSD English Language Development portfolios to monitor students' progress for each reporting period.

2. d. Accelerated Learning: The guidelines and policies of LAUSD will be followed to search for and identify high achievers and gifted/talented students. Students recommended for Gifted and Talented (GATE) will be submitted to District for testing by District personnel including under achieving potentially gifted students. Students who do not qualify by CST, but who qualify through other school determined measures, will be offered the same opportunities as identified GATE students through differentiated instruction. Teachers will incorporate pedagogies and enhance the curriculum during Tier 1 instruction and Independent Work Time.

Students will be given opportunities to make choices, create projects independently or with cooperative groups that utilize cultural experiences, frames of reference and performance styles to make learning more relevant. ES#8's emphasis on project based learning and inquiry, provides opportunities for GATE and accelerated learners to engage in grade level standards-based learning with **depth and complexity**.

2e. Instructional Strategies: The effective use of instructional strategies increases student engagement, motivation and successful access to the core curriculum, which is the right of every student at ES#8. In order to ensure that access for all students: SEL's, EL's, Students with Disabilities, students of poverty and gifted/accelerated students, teachers will use the following culturally responsive and relevant research based strategies:

- **Cooperative and communal learning:** students work cooperatively to accomplish learning goals through community service, inquiry and project based learning
- **Instructional conversations:** Students are active participants in interactive discussion using academic vocabulary and language to convey ideas
- **Academic language development:** Students use the "language of the discipline" to communicate and write effectively.
- **Use of advanced graphic organizers:** Students use Thinking Maps™ and other graphic organizers to construct knowledge, organize thinking, visualize abstract concepts and gain a clear understanding of content

It is important to recognize that the majority of ES#8's students are Title I students and second language learners. Therefore, it is critical for teachers to use a variety of basic instructional practices to foster students' understanding of the English language and academic content. **Students need a variety of different exposures and experiences with content to understand and apply information.**

Identified strategies at ES#8 will develop content knowledge so that students can access background information, facilitate language acquisition, develop the use of cognitive academic language (CALP) associated with core content subjects, and develop basic interpersonal communication skills (BICS) in English (Cummins, 1999): Teachers will:

- Examine their curriculum from a language perspective and identify the **language demands** of the content for a given lesson. By reflecting on the language demands of the lesson, teachers can support students in learning the features of academic English.
- Make **language and content explicit** to students. Language objectives should be related to key vocabulary, reading or writing strategies and skills, listening or speaking tasks, or language structures needed to understand and work with content.
- Emphasize **academic vocabulary development** to develop students' conceptual understanding of the lesson. Strategies such as word walls, Thinking Maps™, semantic maps, graphic organizers and structural analysis can help students to organize new words in meaningful ways.
- Activate and strengthen **background knowledge**. Many students, including English learners struggle with curriculum content because they lack background knowledge of the topic or have gaps in the information they have learned. Teachers must activate what prior knowledge exists and apply it to lessons or explicitly build background knowledge for these students (CRRE)
- Plan for and encourage **oral interaction, discussion, and extended academic talk**. Oral language development and frequent opportunities to speak will help all language learners acquire literacy skills and process/access new information.
- Schedule time at the end of lessons to **review, mark and emphasize key concepts and associated academic vocabulary**. This will help students to make connections to the lesson objectives and the specific standards addressed in the lesson.

- Provide feedback to students on their content comprehension as well as their language production. **Calling attention to language use in content lessons** is critical to language learners as they work to develop academic language proficiency (*ELD Practicum*, Marzano, Hill and Bjork).

Project-Based Learning allows teachers to create tasks whose **complexity and openness reflect problems in the real world**. This is an appropriate strategy for all students including students with disabilities, students of poverty, GATE, EL, and SEL students. Students will understand the interdisciplinary nature of these tasks, and will realize each task may have more than one solution. Students who have the freedom to choose different strategies and approaches may become more engaged in the learning process, will be more likely to approach other problems with an open mind, and will develop a **sense of ownership and control over their own learning**.

Project-based teaching will enable students to work cooperatively with peers in a student-centered environment where learners are encouraged to explore various research topics of interest and gain the experience of setting their own goals and standards of accomplishment. Projects that have depth, duration, and complexity will challenge students and motivate them towards construction of knowledge. Students will acquire problem-solving and critical-thinking skills, written and oral communication skills, cooperation and collaboration skills, organizational skills and the ability to self-evaluate and monitor their own work and learning.

Student Learning Outcomes: All ES#8 students will demonstrate that they have attained the standards, skills, knowledge, and attitudes specified as goals in the State of California and District educational program. ES#8 will create the conditions that foster student enjoyment in the pursuit of learning and excellence. (See Appendix 2.8: “Student Learning Outcomes” list)

SECTION 3: School Climate and Culture

Collective Bargaining: ES#8 adheres 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.

3a. Description of Culture: ES# 8 is a school of approximately 575 students whose culture is based on the belief that all students must be **self directed and active participants** in their own learning. Staff and community place a high value on developing and modeling positive character traits, integrity, and ethics. Time is valued and consciously planned to maximize student learning and instructional opportunities.

Intellectual and emotional security for students and staff is evidenced in the creation of a risk free setting where **all ideas are expressed openly and other points of view are valued and respected, contributing to a diversity of learning**. Teachers team collaboratively and provide nurturing and academic support to all students in their groups. Students will focus on working in collaborative learning groups within their classroom. This provides a foundation for sharing information, building relationships, and approaching new situations with confidence. School wide use of programs such as *Second Step, Too Good for Drugs*, and the *40 Developmental Assets* (See Appendix 2.6) will support the development of **empathy, social skills and resiliency**. Students will learn how to make healthy choices and problem solve, in order to reduce at-risk behaviors. ES#8 will utilize a positive behavior support program, “*Building Effective Schools Together*” (BEST) leading to clearly articulated and well understood behavior standards that support learning inside and outside the classroom (See Appendix 3.1 LAUSD Discipline Foundation Policy: REF 3638.0) Language reflective of academic and behavioral expectations will become part of the daily life of all students from Pre K - five. Student will encounter and see models of "behavior that supports learning," the positive effects of effort and will receive support from teachers, staff and community partners in achieving personal, behavioral and

social goals. Teachers will teach the violence prevention curriculum, *Second Step* to increase conflict resolution skills and social competence. The focus at ES#8 will be on empowering students to take responsibility for their own actions as effective learners and members of the school community. Students will wear **school uniforms** to promote school unity, safety, and improve academic achievement. This will give students a sense of appropriate dress for career and leisure, formal and informal situations that will be of use for students in their professional lives. At each ES#8 community meeting, parents strongly supported the uniform policy.

The culture of ES#8 promotes a joy of learning and the expression of creativity that is encompassed in the following core beliefs:

- **High Expectations:** ES#8 has high expectations for academic achievement that are clearly defined, Measurable, and make no excuses. Students, parents, teachers and staff create and reinforce a culture of achievement and support.
- **School is a part of the larger community:** Each student must become a contributing member of their home, community, and world. Parents, school staff and community play a significant role in the social, emotional, and intellectual development of every child. The learning environment of ES#8 will reflect the real world, focusing on collaborative problem solving and skillful oral and written communication. Students and families will participate in community projects and awards assemblies recognizing academic achievement, effort and citizenship.
- **Bilingualism, bi-literacy, and biculturalism are valuable assets in a global society:** The students of ES#8 will utilize the social experiences, cultural experiences, and linguistic skills of their homes and community as the **basis for school success**.
- **Technology is an essential learning tool for students to understand and access the real world in which they live.** The use of technology as a tool for teaching, learning and self expression in the daily lives of students **increases motivation and engagement to persist and produce results**. It prepares them for future careers in a technology based society and gives them confidence and competence in accessing and presenting information.

3b. College and Career Readiness: ES#8 is committed to providing all students including students with disabilities, English learners, and standard English learners with a rigorous academic program that prepares students for college and future careers with an instructional emphasis on **successful transition** to the middle school, high school and responsible citizenship.

Strategies to support college and career pathways include:

- Clear expectations, understanding and preparation for promotion to Middle and High School are made known to students and parents. Beginning in the early primary grades through grade five, parents will participate in an instructional program with their child and with community partners that will emphasize a successful transition to middle school, high school and beyond.
- Information and communication about college and university entrance requirements as well as the full range of post-secondary options, including careers and vocation training, is part of the fabric of the school, presented visually and through classroom experiences. CSUN and LAEP will partner in arranging curricular trips to college and university campuses to bring post-secondary options alive to students and families.
- **Technology to access information and resources** related to post-secondary options such as: virtual tours of colleges and universities in different parts of the country; four year universities, community colleges, public and private institutions, and various careers. Special attention will be given to the use of technology in the admissions process.
- Commitment to provide instruction necessary for every student to meet grade level standards every year in every classroom in order to succeed on the **California High School Exit Exam (CAHSEE):**

(See Appendix: Scope and Sequence of Instruction Folder) For example, math instruction will include reading and writing skills, understanding earning power, money management, planning and organizing, computer literacy.

- Computer literacy will be emphasized in all instructional areas to ensure that all students understand how to access information and work with online instructions—a necessity for college and career success.
- Parent education programs give family members opportunities to learn about the college planning process: College Fairs will be held on weekends for students and their families, speakers from community partnerships will take an active role in parent education for college preparedness.
- **Project GRAD: Graduation Really Achieves Dreams** (See Appendix 3.2 Overview Project GRAD) empowers parents to become effective supporters and advocates for their children to ensure their educational success. (High school graduation, college entrance, and completion)
- Partnerships with Project GRAD, and CSUN raise awareness and aspirations of a college education in a personalized environment: College and Career Days at ES#8, Project GRAD "Walk for Success," and Gear Up. (See Appendix 3.3: Walk for Success Description)
- Raise expectations for college attendance among students, families and communities by in house volunteer college readiness counselor on site one to two days each month. (See Appendix: Letters of Support: Jacqueline Schneider)

3c. School Calendar/Schedule: ES#8 will follow state requirements and Education Code #47612.5 to provide 180 instructional days or 55,100 minutes annually. ES#8 follows LAUSD Board of Education approved yearly calendar concerning instructional days, pupil free days, recess breaks, holidays, and beginning and ending dates. (See Appendix 2.2: School Schedules, BUL.1918.0) Additional time will be offered to students before and after school to meet their interest and needs to include a physical fitness club, homework club, a library media center for research, free reading with technology applications such as internet access for web applications. (See List of Services provided by Partnerships in Section 8)

ES#8 implements a system of instructional time banking. The bell schedule for regular, minimum, shortened, and professional development banked days provides for the required number of instructional minutes in all subject areas including P.E. in grades K-5. This is aligned with State law and provides for one professional development banked time day of one additional hour a week.

Teachers will **team both horizontally and vertically** to capitalize on content strengths in planning of lessons, initially in the areas of history/social sciences, science and physical education. In 2010-2011, a strong emphasis will be put on the preparation for the dual language program for kindergarten and grade one.

3d. Athletic and Extracurricular Programs: Extracurricular activities held as early as 7:15 A.M. and after school up to 6:00 P.M. will **meet the needs of students' family schedules**, some of which do not allow for early pick up of students. The school staff will offer a physical fitness club, a homework help club, before and after school. Extended library and media center hours up to 6:00 P.M. staffed by volunteer staff and others offer students additional opportunities to read for enjoyment and use technology to research self-selected and assigned topics. A **needs assessment** of the community and students will be conducted and extracurricular programs will be scheduled and implemented accordingly. Community partnerships have also been established to provide additional services before and after school. Additionally Youth Services will provide homework support, reader's theatre, science club with experiments and team sports. (See Section 8 List of Services Provided by Partnerships)

Safe and Respectful Campus: Every student in ES#8, Pre K-5, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. ES#8 will establish and maintain a culture of discipline

conducive to learning. This **culture of discipline** will be achieved by full implementation of the Board approved Discipline Foundation Policy (See Appendix 3.1). Teachers will be trained in the “crisis cycle” and with students, will be trained to use conflict resolution techniques. These pro active strategies will give students the tools they need to resolve problems peacefully and successfully.

The Discipline Support Team (part of the Safety and Behavior Support Team) comprised of the principal, teachers, classified staff and parents will help to establish agreed upon school wide behavior expectations, work to help students replace ineffective interactions and learn appropriate social behaviors. The team will use social stories and strength based programs such as *Second Step* and *Skill Streaming*. Clear and well understood behavioral expectations will contribute to **maximum use of daily instructional time, the resolution of potential personal conflict between students and effective personal interactional skills leading to a safe and respectful campus** at ES#8(See Appendix 3.1, Discipline Foundation Policy) Quarterly reviews of discipline data, including suspensions and office referrals will be conducted by the Discipline Support Team. The school will take appropriate actions to maintain and improve a safe and respectful campus for students and adults.

3f. Health Mandates: Health mandates and health care needs are of critical importance to ES#8. A school nurse and a school psychologist will be available for a minimum of one day a week to provide support for students. Free or low cost medical, mental health, vision, and dental services will be provided by linked local community agencies such as North East Valley Health Corporation and Mission Community Hospital (See Appendix: Letters of Support: Folder). On site mental health support will be provided by the Hathaway Sycamore Agency and off site services will be provided by El Nido. A Coordination of Services Team (COST) part of the School Community Outreach Team at ES#8 will **regularly review and refer needy students**. Additional resources for the health care needs of chronically ill students, students with Section 504 plans, and Individualized Educational Programs will be accessed from an LAUSD Regional Service Center. Staff will also receive training on how to provide adequate support or referrals for students with health or behavioral needs.

3g. Nutritional Needs: ES#8 will meet the nutritional needs of all students by providing free and reduced lunch programs to all qualifying students. Nutritional education programs based on California Health Standards resulting in healthy lifestyles, choices and increased use of preventative health services including the *Tobacco Use Prevention Education Program (TUPE)* will be utilized. Also, there will be ongoing screening by District Nursing Services and Food Services to provide informational and motivational programs such as "Second Chance Breakfast" to encourage students to take advantage of meal programs at school.

SECTION 4: Assessments and School Data

4a. Educational Goals and Metrics: See Appendix 4.1: The Single Plan for Student Achievement (SPSA) Accountability Matrix for the school’s quantifiable achievement goals regarding the CST scores, attendance levels, retention rates, number of behavioral incidents and progress on IEP goals for students with disabilities and additional metrics for ES#8’s first five years of operation. For data on LD2 performance at the relieved schools of Gridley and Morningside, and projected goals for ES#8, see Appendix 4.2 for AMAO1,2,3 (Reclassification and CST)

Student Assessment Plan: ES#8 will use multiple forms of assessments to measure student progress in English Language Arts (ELA), Mathematics, Science and other content areas that are aligned to the state standards. See below for a Summary Table of Academic Assessments. To establish a culture of continuous improvement, the students will be assessed periodically, throughout the school year, to determine current needs, monitor progress and provide intervention to at risk students to assure mastery of the grade level standards in a timely manner. **All staff, parents and students themselves will be accountable for student learning.**

4b. Student Assessment Plan: Summary Table of Academic Assessments

Type of Assessment (Selected Assessments)	Frequency of Use	Rationale for the Selection
Universal Screening (DIBELS)	Beginning of the year and as students enroll midyear	Determining literacy attainment and readiness
Diagnostic (CORE)	Following student identification with the Universal Screening (Selected students, K-5)	Specify areas of literacy skill deficiency; link to research-based instructional practices around these skills. Serves as progress monitoring for Tier 2 and Tier 3 interventions
Formative (ELA/Math Benchmark; Focus assessments-SOAR; Math; Write from the Beginning Writing Prompts, Math and ELA Periodic Assessments, ELD Portfolios)	Every 6 weeks for a minimum of 4 assessments (K-5)	Identifies standards and skills students have not yet achieved and which requires re-teaching or additional support
Qualitative (Formative Student Portfolios: Research and Other Projects)	Every reporting period	Students self select projects and work samples to demonstrate understanding of concepts and standards in content areas on the progress report (Pre K – 5) to be used at student-led conferences
Summative (CELDT, CST, Unit Tests, IEP’s, 504’s, Summative Student Portfolios: Research and other projects)	End of unit/semester/year	Identifies what students have learned instructionally and in annual projects; reports student progress to parents; identifies areas of success or in need of improvement for individual students or programmatically

(See

Appendix 4.3 for Complete Student Assessment Plan)

4c. Data Team and Instructional Plan: Using the RtI² problem solving process (identify the problem, analyze the problem, design and monitor the intervention, evaluate response to the intervention), the Data Team will review the results of summative and formative assessments to **inform professional development and instructional decisions**. This team will then collect data to create specific, observable and measurable hypotheses to develop and implement targeted intervention, instruction and/or professional development for teachers. The Data Team will monitor the progress of the interventions using formative assessment data to evaluate the rate of student progress. As a result of the RtI² Problem Solving Process, the team will be able to identify students that need Tier 2 and/or Tier 3 intervention services. Intervention will be provided for these “at risk” focus students in the specific areas of need. The groups will be flexible with the goal of rapid mastery of the area or skill strand identified.

These collaborative actions will be taken to analyze individual, classroom and school wide progress:

- Teachers, instructional staff and administrators will review and analyze summative data (CST, CELDT, ELD portfolios, cumulative reclassification, intervention history, IEP’s, 504’s behavior plans, work samples etc.) from the prior year for school wide and grade level trends. Progress of cohorts of students and comparison of scaled scores are also reviewed. Single and multi grade level teams are given structured opportunities to meet and develop strategies to address needs indicated by this initial review

of summative data (See Appendix 5.1: Professional Development Schedule: **Orientation** in PD). Agreements will be discussed and reached on the use and development of standards based formative assessments, criteria charts, rubrics and consistent evaluation of student outcomes. Long and short-term goals will also be determined to coincide with periodic and benchmark assessments.

- **Critical to the successful start up of this proposal is the ability to fund ten days of professional development for teachers prior to the beginning of the school year.** For this reason, budget autonomy is being requested in part. Additional funds will be sought from private sources and or grants to make this a reality.
- Collaborative teacher teams will review the results of benchmark standards-based assessments at grade level team meetings to determine student progress towards grade level standards. They will analyze student data to identify strengths, weaknesses, and effective strategies to address specific needs. Collaborative teaching teams will provide **differentiated instruction during Tier I (first instruction)** through evidence-based strategies such as, reciprocal teaching, think pair share, handing off, use of graphic organizers, pull out and talk/write etc.
- Based on the outcomes of the formative benchmark assessments, **the teachers will modify their instructional plans and delivery of instruction to meet the needs of the students. Focus or key standards will be identified, agreed upon and communicated to students and parents.**
- Results of ELA and math periodic assessments will be used to identify students that did not master the benchmark standards and/or for strategic grouping for additional time with a team teacher.
- At risk students (receiving Tier 2 and 3 services) will be assessed more frequently using core assessments to inform or adjust instruction and to monitor student mastery of specific skills and standards.
- enVision Math unit assessments will be reviewed by teacher teams and the school data team after each unit to identify focus students and inform instruction.

4d. Data Systems: ES#8 will fully utilize the Integrated Student Information System (ISIS) for school operations in accordance with the Modified Consent Decree. All teachers will utilize ISIS for attendance and eventually for their grade records. ISIS will be used by the administrative and counseling staff to house pertinent student information. All data entered into ISIS will be monitored and verified on a weekly basis. This data system will be used to inform the administration and/or RtI² Problem Solving Team on how to best address student needs. The DataTeam will meet regularly to review student data, to monitor progress of the focus students, determine specific needs, and interventions.

Teachers and the Data team will also use *My Data* to access and organize student data for a variety of purposes: grouping students by performance on periodic, formative or summative assessments, accessing student records for current or former students, “drilling deeper” into performance data on the School Report card or to plan an individual intervention plan for a student at a Student Success team meeting.

4e. LAUSD Report Card: ES#8 will track all required information for the LAUSD School Report Card. The school will administer LAUSD and school-designed surveys to staff, parents, and students to measure their satisfaction with the school’s academic policies and programs, culture, environment, and safety. The results of the survey will be shared with the parents and community at parent meetings and in the school-parent newsletter. The results of the staff surveys will be shared with the staff at the professional developments. The teachers will share the results of the student surveys with the students during class time.

4f. Research and Evaluation: To continually inform and improve our best practices, the teachers, staff and administration will fully participate in research and/or evaluation projects administered by LAUSD and our partners—CSUN, LAEP, UCLA and Project GRAD. Our RtI² Problem Solving Team and partners will work

together to collect, disaggregate, and disseminate the research and/or evaluation data to the staff, teachers, and parents in a timely and effective way (i.e. parent meetings, professional development, etc).

4g. Operational Goals and Metrics: ES#8 is a LAUSD School. Thus, it is not required to show financial solvency in this proposal. We will continue to work with the special education division to ensure compliance with the Modified Consent Decree. Every effort will be made to retain the quality teachers that will be interviewed and hired through the comprehensive interview procedure (See School Leadership and Staffing, Section 10.)

SECTION 5: Professional Development Program

Valley Region ES#8 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 Agreement regarding staff participation in professional development. ES#8 may seek autonomies as they relate to time and frequency of professional development in order to accommodate the unique needs of the school.

5a. Professional Development (PD): The professional development at ES#8 will be closely aligned to the school’s educational objectives to promote students who are academically proficient, technologically savvy, culturally sensitive, and who effectively use problem-solving and decision-making skills. The school will focus on enhancing the competence and professional growth of teachers, staff, and school administrators in those areas that make ES#8 seriously committed to student achievement. **Unique focus areas include the following: technology, project-based learning, and dual language.** Student achievement-related PD topics will repeat at specific points throughout the school year, dictated by the cycle of improvement and other academic events. The topics will include: data analysis, assessment results and planning, progress monitoring of struggling students, English Language Development (ELD), project planning, school wide behavior, writing, student-led, parent conferences, and project exhibitions. PD at ES#8 will be personalized and differentiated by teacher need, i.e., technology skills. The PD schedule will be **adjusted to the needs of the teachers and students** as determined by surveys, student data, and requests from staff about their learning needs. ES#8’s tentative “Professional Development Calendar” appears in the Appendix 5.1. It was developed based on anticipated needs of teachers and students.

Adherence to the Five Standards of Authentic Instruction (See Appendix 2.5), a framework developed at Wisconsin’s Center on Organization and Restructuring of Schools, will be critical to ES#8’s teacher planning and instruction. The five standards and specific criteria for implementation will be embedded in PD. Using the standards’ criteria teachers and administrators will reflect and assess the extent to which any given activity engages students in “using their minds well”. For teachers at ES#8, this quality of reflection will be a habit of mind.

PD activities will include weekly meetings both after school and during school, Lesson Studies, observations, learning team presentations, demonstrations, and hands-on skills practice. PD will take place in purposeful and flexible groups, i.e., content strand, grade level, experience level, interdisciplinary teams, etc. After school PD will run one to two hours. Teachers will engage in lesson study twice during the school year over a three-day period. Teachers will begin initial planning for these in the weekly PD time slots. Before the start of the school year, staff will participate in a two-week long orientation (based on per pupil requested budget autonomy and available categorical funds)

5b. Teacher Orientation: The **autonomy of per pupil budgeting** will allow for an orientation to provide teachers with information to help their transition to the new campus and provide assistance to meet the school’s expectations. Teachers will attend six hours a day for 10 days, prior to the first day of school. Traditional

schools routinely provide just one pupil free day of professional development. ES#8's orientation will address the school's mission and vision, objectives, and procedures. All staff will receive training and practice in data analysis, project-based curriculum, the dual language program, technology, differentiated instruction, roles and services of school partners, school culture, problem solving, decision-making, collaboration, the Five Standards of Authentic Instruction, and assessments. Orientation for years two through five will include a variation of these same topics as determined by student achievement data, teacher need, and refinement of school objectives.

5c. PD Calendar: The core instructional philosophy and concepts of ES#8's will be covered during the teacher orientation before school begins. **The professional development schedule will deepen teacher knowledge and application of ES#8's fundamental concepts throughout the year.** The PD calendar will be aligned to the school calendar and daily classroom schedule and will not interrupt engaged student learning time. Learning time will continue for students in art, PE, or library, while teachers attend weekly one to two hours PD meetings. These meetings will regularly be organized for grade alike or team specific groups. After school PD, will be held once a week on Tuesdays for one to two hours. ES#8 is seeking a waiver to enable teachers to engage in PD for 38 weeks. Traditional elementary schools routinely provide one hour of after school PD for 26 weeks and some provide one hour of PD during school, on a weekly basis. ES#8's PD calendar directly aligns with the school's instructional plans, state testing and district periodic assessment schedules, progress report timeframes, and special school events. A detailed list of PD topics and activities appears in the school's projected "Professional Development Calendar" (See Appendix: 5.1, PD Calendar).

5d. Program Evaluation: The effectiveness of the professional development program will be based on how successful learning, behavioral, and instructional goals are met. PD will be facilitated with the help of effective agreed-upon norms and protocols that ensure accountability and engagement in adult learning and action plans that support standards-based instruction and student achievement. The school's administration will monitor and review implementation of key teaching and learning practices presented in the professional development sessions to ensure the integrity of the instructional program. The results of the classroom and program observations will be documented and provided to the teachers with the purpose of informing them of the effectiveness of the PD program. PD plans and follow-up support will be revised based on teacher and student need. A PD calendar will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and topic materials, including power points, will be maintained as a record of all school PDs. Teachers will reflect after PD to identify learned concepts and identify future needs.

In addition to the academic assessments above, ES#8 subscribes to the idea that **students learn best when they monitor and take responsibility for their own learning** (Resnick). Data and collaborative teams will design and facilitate assessments as opportunities for students to self assess and set personal academic goals

SECTION 6: Professional Culture

6a: Professional Culture: E#8 will adhere to Article IX-Hours and Duties and Article X-Evaluation and Discipline, as described in LAUSD Collective Bargaining Agreements.

ES#8 will be a true professional learning community where **collegial interchange**, not isolation, is the norm for teachers. Teams of teachers will work interdependently to achieve common goals. All aspects of the school will **utilize and model collaboration** including the School Site Governance Council making decisions, school teams working together, teachers facilitating project-based classroom instruction, and students demonstrating learning. The School Site Governance Council will have representatives from all stakeholders and make decisions regarding the implementation of the school plan with input from CEAC, ELAC and school teams for data analysis, professional development, budget, and parent involvement. Norm charts will be developed to ensure clear expectations by all staff members and addressed or modified as conflicts or problems occur.

Strategies to handle problems will be collaboratively developed and shared. Teacher teams will **develop shared goals and commitments** several times a year as student performance is reported and as professional development is conducted.

6b. Evaluation: Evaluation of teachers will follow Article X of the LAUSD Collective Bargaining Agreements. In addition, teachers will observe team partners lessons as part of a collaborative lesson study process. Teacher teams will monitor their own collectively planned lessons and provide feedback to each other on a regular basis. Training will be conducted to facilitate this lesson study protocol. Observation checklists developed with teachers may be utilized as an additional tool to focus collaborative efforts and discussion. (See Appendix 6.1, Sample Observation Checklists) Teachers requesting support or needing assistance and guidance will be assigned a fellow mentor teacher and/or support from CSUN mentor. The School Data team will analyze student performance to determine school strengths and weaknesses. Patterns of common need will be identified and addressed by grade levels or subject matter teams. The administrator and leadership team will also observe classroom lessons to monitor the effectiveness of professional development sessions and lesson study protocols. These processes and structures support a collaborative group of people working interdependently to achieve a common goal for which members are held mutually accountable.

6c. Feedback: Regularly scheduled staff meetings will address the following: celebrate findings of student performance and success, report trends and data to all, and plan collaborative steps for strategies. Released teacher time during the school day will be scheduled to facilitate consistent collaboration and feedback among teams of teachers. A survey will be conducted twice a year to gather feedback as to the level of staff collaboration and support by the leadership team.

SECTION 7: Serving Specialized Populations

7a. Specialized Instruction: ES#8 will implement a Response to Instruction and Intervention (RtI²) School problem solving framework where high-quality, rigorous instruction and differentiation, planned data analysis, progress monitoring, and evaluation of student outcomes serves as a basis for the cycle of instructional improvement. Universal, periodic, and other assessments will be used to identify and support students at-risk of not meeting benchmarked levels of proficiency and grade level standards. Quantitative and qualitative data sources will be used to include free and reduced meal applications, English Language Development (ELD) levels, formative assessments in core content subject areas, California English Language Development Test (CELDT), California Standards Test (CST), English Language Development (ELD) portfolios, behavioral referrals, attendance, cumulative and health records, and teacher anecdotal records. (See Assessment Section)

Teachers at ES#8 will meet the academic, social, and behavioral needs of all students through **robust, effective first teaching as well as differentiation of instruction, scaffolding the learning process and multi-age learning teams**. Teachers, parents, Student Community Outreach Team including COST (Coordination of Services Team) and SST (Student Success Team) will determine how best to meet the needs of students. Consideration will be given both to academic needs as well as health and human services for the student and/or family. In addition, District services such as nursing services and School Mental Health, community agencies, and established partners will be resources to provide these services. (See Part 8: Family and Community Engagement, Key Community Partnerships)

The following research-based strategies will be used to meet the needs of at risk and students with disabilities:

- Use of District mandated research-based curricula and intervention program

- Teachers access and utilize research-based strategies, methodologies, pedagogies, realia, and culturally relevant strategies to teach the grade level standards and to promote student access to the core curriculum
- Small group and one-to-one instruction in specific areas of need
- Teach students how to utilize research-based strategies so they can use them on their own and across the curriculum (Strategy Instruction)
- Teachers will teach project-based learning with scaffolds to assist the students with the process and encourage the students to select their own projects. The students will work in teams and have mentors to assist them
- Teachers will write specific, clear and appropriately individualized offers of Free and Appropriate Public Education (FAPE) for each student
- Mainstreaming in age appropriate classroom
- Entire school climate and culture is inclusive and personalized for all students
- Appropriate accommodations to ensure that students can successfully access standards-based curriculum and school environment

Staffing and Parent Needs:

- All teachers are trained in the implementation of the District's mandated curriculum and RTI²
- Use of Welligent reports, Modified Consent Degree monthly progress reports, timeline reports for Outcome 7, accommodations and modifications, service tracking logs to monitor school progress in meeting the needs of all students.
- Provide regular parent workshops to address such concerns as academic needs, homework completion and to promote parent participation in the support of at-risk students at home
- High expectations for all students to meet proficiency targets for ELA, math, and ELD (NCLB)

(See Curriculum and Instruction, Section 2: Educational needs of the Gifted/Talented and Students of Poverty)

Students with Disabilities at ES#8 will be served through the Least Restrictive Environment (LRE). To the greatest extent possible, students with disabilities will be educated with their non-disabled peers. They will receive all appropriate supports and services to ensure access to standards based curriculum and receive full educational benefit. Placement in a more restrictive environment is considered only when the needs of the student cannot be met in the general education setting with accommodations. All school staff will be trained to support students in the Least Restrictive Environment. LAUSD Special Education and ES#8 will provide a full continuum of placement options to meet individual student needs.

ES#8 will implement and monitor the special education process using the Los Angeles Unified Education 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 completion in a timely manner, following district, state and federal mandates.
- **Parent participation:** Parents are integral partners in the IEP process and appropriate attempts are made and documented to include them in the process. Parents are 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 Plans:** 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 ES#8 to distribute Section 504 and IEP documents to all service providers responsible for providing services to students (confidentiality will always be maintained).
- **Individualized supports and services for students:** Students are provided access to core instruction leading to mastery of content standards through multi-modal instruction, differentiation of instruction and intervention supports, scaffolding of content, and/or through the use of graphic organizers. Priority for students with disabilities is 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 are 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; they will implement a systematic and consistent process for addressing behavior issues that will consider 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 is used to develop proactive strategies to support individual needs. (See Appendix 3.1: Discipline Foundation Policy BUL 3836.0)

7b. At-risk students will be identified by one or more of the following criteria:

- Not attaining benchmark proficiency on periodic, formative and/or summative assessments
- Not successful with socialization, behavioral or organizational skills; socio-economic status
- Transiency and/or poor attendance;
- Below grade level proficiency in literacy and/or mathematics
- Parent education level

The protocol for student identification of services will be through the School Community Outreach Team (SCOT) or Student Success Team (SST). This team will be responsible for reviewing student data to determine needs and monitor proactive strategies to support the students. Parent, staff, teachers and community members can refer a student to this team for review. SCOT will be comprised of teachers, administrators, support service providers, community school partners, and parents who examine individual student needs and data to determine appropriate services for the family and student, including health and human services, nutrition, instructional interventions, and community school supports. To provide the least restrictive environment for the student, recommendations will be made to the teacher and parent concerning strategies and accommodations to use to assist the student in learning. If further assistance is

needed, the team will meet to determine next steps. These steps may include further assessments and or accommodations. If a student is found eligible as an Individual with Exceptional Needs (IWEN), the special education process will be implemented. ES#8 is committed to providing a free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities.

Students with Disabilities at ES#8 will be served through the Extended School Year (ESY): ESY programs will be District-mandated and research-based to reduce the risk of regression during the summer break. The purpose of ESY is not to meet the IEP goals or to re-teach, but reinforce of what has been previously learned. Extended School Year is provided to students based on the following criteria:

Student regression over time due to being out of school (i.e. periods of vacation during the school year)

- The student's ability to relearn material they have not retained over a period of time
- Severity of disabling condition
- Areas of learning critical to maintaining Individualized Education Plan skills
- The extent of regression caused by interruption in programming or placement
- The rate of recoupment of learning following a period of interruption.

Students with Disabilities are identified for ESY based on these aforementioned criteria, and these criteria must be specifically delineated in the Individualized Education Program.

Meeting the Needs of English Language Learners and Standard English Learners has been addressed in other sections of this proposal including: Curriculum and Instruction: Addressing the Needs of All Students and Instructional Strategies. ES#8 will utilize appropriate curriculum differentiation as outlined in those sections as well as the following points:

- An **expanded time block** of English Language Development (ELD) of a minimum of 45 minutes daily so that ELs attain proficiency in English as quickly as possible. This dedicated time will provide opportunities for EL's to preview and review vocabulary and content to successfully access the curriculum during subject area instruction
- A continued focus on **Local District 2's Three Practices:** Student Use of Complete Sentences; Academic Vocabulary/ Use of the Language of the Discipline and the Use of Writing as an Aid to Thinking and Learning/Writing Process across the curriculum. These "Access to Core Strategies" have been instituted as part of the Theory of Action in all Local District 2 schools for all students and connect the instructional work for three years from early education, elementary, middle and senior high schools
- School wide **identification of and agreement on effective strategies** for EL's SEL's and all students in ELD Practicum to include Pull Out and Talk/Write, Use of Communication Guides, Thinking Maps etc.
- Use of best **practices for developing language** such as increased and intentional use of academic vocabulary embedded in meaningful contexts, using synonymous tags/appositions so that unfamiliar words are used within a context that makes the meaning of the unfamiliar word obvious. This oral presentation is paralleled in reading and writing so that students can see and refer to them.
- **Opportunities to work from the strength areas** that students bring to their school experiences, culture, language
- A safe and consistent school culture and environment that emphasizes the unique and learning histories of students. Utilize positive behavior support systems such as (Appendix 3.1: LAUSD Discipline Foundation Policy), *Forty Developmental Assets*, *Second Step*, *Too Good for Drugs* etc.
- Focus on **building relationships between students and adults:** Provide opportunities for students to stay with the same teacher and classmates for two years (looping)

- Students interact with a team teachers and mentors from community partnerships, all of whom act on the belief that “they are all our children.”

SECTION 8: FAMILY AND COMMUNITY ENGAGEMENT

8a. Identification: Valley Region ES #8 is located in the Northeast San Fernando Valley in the City of Los Angeles, within Local District 2 of LAUSD. Students will come from Gridley Ave. ES and Morningside ES to ES#8 and some students will be moved from Dyer to Gridley enabling all four schools to be on a traditional single-track calendar.

Valley Region ES #8 will be a Title I School of approximately 575 students with over 90% Hispanic students in kindergarten through grade five. 90% of the families are economically disadvantaged with children receiving free or reduced school meals; 45% of the students are English learners. Family education levels are predominantly non-high School graduates or high school graduates. The Latino families of this community strongly value education, community involvement and have pride in their families, language and culture.

From parent surveys we gained more knowledge about the strengths and needs of ES#8 community. The surveys indicate that the feeder schools offer many opportunities through parent centers for parent involvement. However there is a need for more English as a Second language classes, parenting classes, how to help their children with homework, job training and preparation classes, health, dental, and mental health services on the school campus. In conversations at community meetings, parents expressed a desire to become more actively involved in classrooms and the daily life of the school.

There are several historical and cultural locations nearby for families to share with their children: Pico Adobe, San Fernando Mission College. In addition, San Fernando Parks and Recreation sites offer many cultural events and athletic programs.

8b. Family and Community Engagement: At community meetings held (in late 2009) November 24th, December 1st, 8th, and 15th, parents, and community from feeder schools openly shared their enthusiasm and interest in the school. Responses indicated the desire and willingness to participate in their student’s education. Parents shared their values and priorities regarding academic, social, and parent education programs. (See Appendix 9.1: transcribed Notes from Parent meetings) The vision for the new school reflects many of their stated goals: the inclusion of a dual language immersion program, technology-blended instruction and a project-based, active curriculum. Spanish language preferences of parents will be respected in all communications and outreach events. Translation will be continuously available. Parent suggestions and input will be solicited through written and verbal communication.

Parent-Student-School Compact: Parents will be involved in the development, implementation and enforcement (within District guidelines) of a “Three Way School Compact” to establish responsibility of the students, the parents, and the staff to the school’s vision and expectations for student learning and conduct. The Compact will be revised annually as part of the Single Plan for Achievement and will be administered by parent volunteers.

School Community Outreach Team (SCOT)

An organizational plan of ES#8 will include the creation of a School Community Outreach Team (SCOT) to include teachers, parents and partners as well as traditional school-based service personnel. **The SCOT team will meet monthly to coordinate services for students and families, recommend parent training and involvement activities, evaluate policies and procedures, and provide regular communication with school community members and partners.**

Role of the Parent Center Director

The Parent Center Director will assist the principal in the work of SCOT and will maintain ongoing communication between parents and community.

A calendar of parent education and training opportunities will be presented which will relate directly to the goals and vision of the school, provide background for parents on the value of dual literacy, the role of technology both in the school and in homes and the value of a constructivist, active curriculum. An on-going parent education process will increase appreciation of dual language proficiency as a critical 21st Century skill.

Role of the Principal

The principal will model for all staff the welcoming behavior that encourages parent participation. An **“open door” policy** beginning with the office and extending to classrooms will reflect the school-wide appreciation of active parent participation. The principal will foster trust and gather input from parents through both formal and informal processes, including a monthly “coffee with the principal” meeting followed by meetings for working parents in late afternoon or early evening.

Parents and Community as Volunteers

Teachers will actively promote parent participation in classrooms, student projects and opportunities to learn about the school’s vision and mission. **Student-led conferences** will be held three times each year: students will take an active role in describing and presenting their learning portfolios. Teachers will assist parents in understanding the role of technology and student projects in meeting the school’s unique vision.

Parents in Governance

Parents will be actively be involved in the local school level decisions and budgetary actions and informed on all aspects of the school and curriculum, that affects their children’s daily education. Parents will elect representatives to the School Site Governance Council Meetings (SSGC), English Language Advisory Council (ELAC), Compensatory Education Advisory Council (CEAC). Through the School Site Governance Council, parents will help design, implement and annually revise the Single Plan for Student Achievement, which is the driving force behind all instruction and all decisions made at the school site.

8c. Key Community Partnerships: Community resources and possible partnerships for ES #8 have been explored. One criteria is to provide a **rigorous academic program with thematic and systemic links to the vision and mission of San Fernando Middle and San Fernando High school** that ES #8 students will eventually attend. With this in mind, a partnership has been established with the Los Angeles Education Partnership (LAEP) group that is also working with San Fernando Middle School. California State University Northridge, UCLA, Families and Friends, Hathaway-Sycamores Agency, ABC Learn, Friends of the Family, Valley Community Clinic, Girl Scouts, Boy Scouts, Mission Community Hospital, Valley Care Community Consortium, and El Nido and others have also pledged their support to ES#8 to provide real life connections from school to the wider community. During the first five years of the school’s operation, School Site Governance Council will work together to institute and implement a **calendar and menu of services** for children and parents of ES#8. Combining the school’s strong academic focus with a connection to civic and environmental responsibility at ES#8 will provide a rich foundation to begin the work of creating an environment where children can flourish as learners and develop leadership in their school and community.

Community members from the Partnerships will serve as part of the School Site Governance Council, to meet quarterly to review ongoing the implementation and success of the school plan. The partnerships were selected, because they provide services that the students and parents indicated they needed at the planning meetings, and that meet the needs of the students according to the school’s data. The School Community Outreach Team (SCOT) will be responsible for managing, cultivating and expanding the partnerships through ongoing effective communication, meetings and outreach.

The following Partnerships have pledged their support for the ES#8 (see Appendix: Letters of Support) and will further the success of the school vision and mission by providing the following services:

CSUN will provide the following:

- Mentoring and sponsorship of students that begins in elementary school and continues through college.

- Student teachers to assist the teacher in providing a high quality education and to lower the student to teacher ratio
- Professional Development in the areas of need based on the outcome of student data, inquiry-project based learning, and cooperative learning to assist in developing a Professional learning community and small learning communities
- Fieldtrips to the CSUN for college awareness
- Participation in Career Week events

Project GRAD LA will provide the following:

- Sponsorship of students that begin in elementary school and continue through college.
- College and career awareness for the students, staff and parents
- Professional Development in the areas of need based on the outcome of student data
- Participation in Career Week events

Los Angeles Education Partnership will provide the following:

- Consultation to the School Leadership, and Outreach Team regarding the school plan and the implementation process
- Professional Development in the areas of need based on the outcome of student data
- Participation in Career Week events

Hathaway Sycamore Agency will provide the following:

- Counseling services for identified individual students and their families

Friends of the Family will provide the following and other family development programs:

- “Family Reads” to get families together around reading
- “Life Skills Development” groups including anger management, parents as leaders, parenting/discipline
- “Family Friendly Finances”: financial education for parents to transfer this knowledge of finances to their children

A.B.C.LEARN, Inc will provide the following:

- Diagnostic assessment of students’ mathematics and language arts skills to be used by classroom teachers
- Intervention tutoring services for all student populations as need is determined by teachers based on universal/diagnostic assessment
- Services to be delivered in small groups as configured by designated faculty members
- Design of individual student intervention programs utilizing student interests to meet student needs, using both individual assignments as well as project based group assignments
- Assistance in parent academic development: language development, financial literacy
- Pleasure reading materials for students

Valley Community Clinic will provide the following:

- Presentations on healthy eating and nutrition for both students and parents
- Opportunities for high need families to take a class led by their on site dietician

State Pre-School will provide the following:

- A three hour educational program for children who are three or four years of age.
- Personalized learning and social experiences to prepare children for kindergarten entry
- Parent education classes to identify their child’s strengths and weaknesses and plan ways to support the child’s learning at home.

Boy Scouts will provide the following:

- After school scouting program on the school site
- Provide opportunities for students to do community service

- Weekly meetings emphasizing team spirit, group cooperation, physical awareness, character development, and citizenship training

Beyond the Bell Branch, LAUSD will provide the following:

- After school programs using the 40 Developmental Assets as a foundation
- After school activities from school dismissal until 6:00 p.m.
- Youth Services After-School Program will also provide academic support, enrichment, and sports/recreation activities

Girl Scouts will provide the following:

- Girl Scout program meetings on campus
- Opportunities for girls to build character, discover themselves, connect with others, take action to make the world a better place through service projects, cultural experiences, field trips, sports, health clinics, environmental adventures

Mission Community Hospital will provide the following:

- Health fair participation including chronic disease and nutritional information as well as oral health information
- Free diabetes self management series and healthy cooking classes

Valley Care Community Consortium will provide the following:

- “Walk and Talk” program to increase parents physical activity
- Parent sessions addressing topics such as oral health, environmental health risk, and nutrition
- Encouragement to take information back to their family, neighbors, and church groups

El Nido will provide the following:

- Offer group gang prevention services
- Culturally diverse counseling
- Family life education
- Parent education
- Case management services

SECTION 9: School Governance: The proposal for ES#8 will adhere to Article XXVII Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, the school will follow the Education Code regarding the formation and operation of the School Site Council.

Collaboration utilizing the Professional Learning Community model is a main tenet of ES#8. The school will be managed by school teams giving input to the main governance council which also handles the functions of the School Site Council (SSC). This governance council will be called the School Site Governance Council (SSGC). It will comply with the state guidelines (See Appendix 9.1: Advisory Councils and Committees, Bul. 4148.1).

School teams will be formed to maintain a flow of information and to gather feedback. The composition and functions of each team will be developed in detail by the team and presented to the SSGC during the first 30 days of each school year. Teams must prepare information in advance if the SSGC needs to make a decision regarding an action or event. The SSGC will seek information from appropriate teams as necessary. Teams will send representatives to SSCG on a regular basis. School teams may be added or modified each year as voted on by SSGC. Team designations and membership will be as follows.

- Leadership Team (principal, SAA, lead teachers, coordinators)
- Data Team (administrator, teachers, coordinators)
- Professional Development Team (principal, lead teachers, partners, CSUN)

- Budget Team (principal, categorical coordinator, SAA, teachers, teachers, parent)
- Parent Involvement Team (parent center director, parents, teachers, administrator, partners)
- Safety and Behavior Support Team (administrator, teacher, parents, support personnel, partners)
- School Community Outreach Team (SCOT)(partners, school support personnel, principal. teachers, parents)

School Site Governance Council: Membership in the School Governance Council (SSGC) will reflect the diverse skill sets of the school’s stakeholder groups. The School Site Governance Council (SSGC) will be the only school based decision making body. The composition of the SSGC will follow Education Code 62002.5 and 52852 guidelines, but will be **expanded to include more members**. The SSGC will be composed of no fewer than 10 members: the principal; representatives of the teachers elected by teachers at the school; other school personnel elected by other school personnel at the school (i.e. Classified and other certificated out of classroom personnel); parents of pupils attending the school and community members elected by such parents. Classroom teachers are a majority on the staff side. All members have equal voting rights and may choose to make decisions by consensus. (See Appendix 9.1:Bul.4148.1: Advisory Committees and School Site Councils)

Possible Total Membership Configurations of the School Site Governance Council:

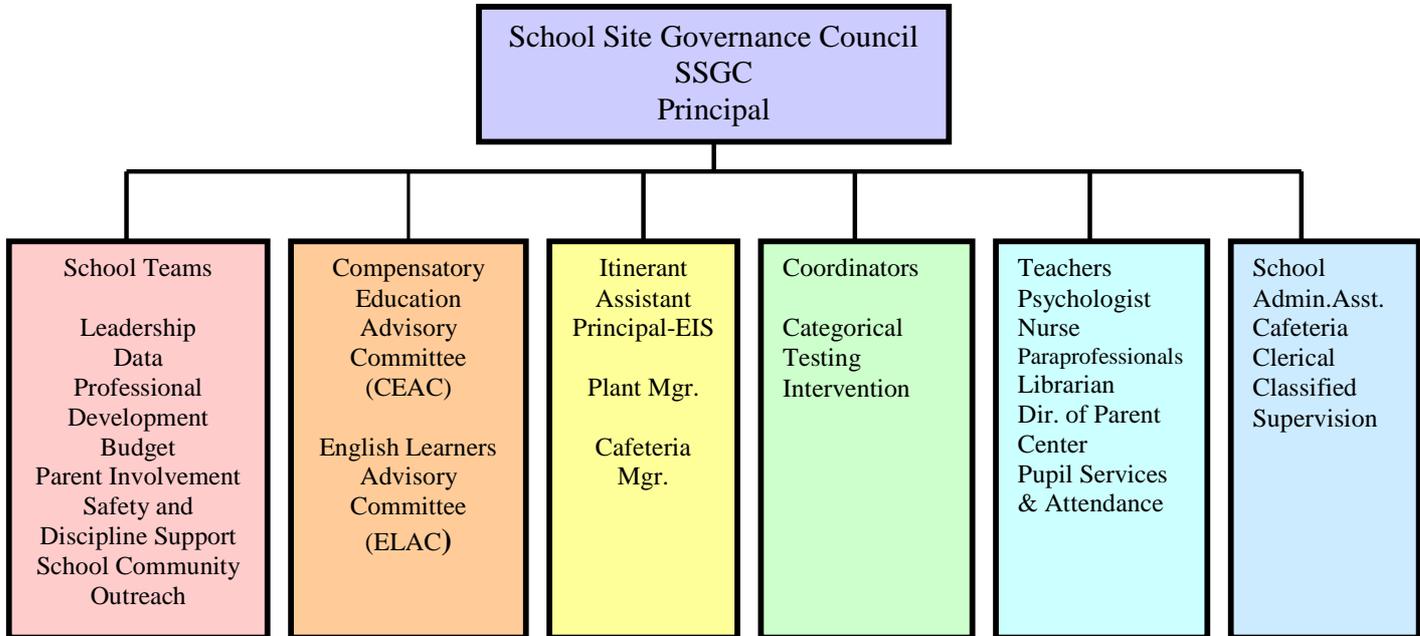
Council Size	Principal	Classroom Teachers	Other school staff	Parents and Community
10	1	3	1	5
12	1	4	1	6
14	1	5	1	7
14	1	4	2	7

Qualifications of members of the SSGC include:

- Knowledge of ES#8’s school plan
- Core belief in the vision and mission of ES#8
- Collaboration, communication, and problem-solving skills
- Commitment to data-based decision-making
- Availability to attend and participate at regularly scheduled meetings

9a. School and Advisory Organizational Chart

The purpose of the School Site Governance Council (SSGC) is to ensure the success of ES#8's unique vision and mission. This SSGC will have the power to make policy decisions aligned with the school plan.



Role of School Site Governance Council (SSGC): The responsibility of the SSGC is to ensure **effective implementation of the vision, mission, and philosophy of ES#8**. To achieve this goal, the SSGC will meet monthly and work together using commonly agreed upon norms and protocols for decision-making. The norms and protocols will be an outgrowth of the school orientation professional development and will reflect ES#8's commitment to collaboration and consensus-based, decision-making. They will also ensure the involvement of local stakeholders. The SSGC will assume accountability for the oversight of the educational program, financial management, and operations of the school. Among the specific areas of duty and oversight are the following:

- Utilize and request information from school teams as needed
- Develop, approve, and monitor the Single Plan for Student Achievement (SPSA) and other school plans and categorical budgets in consultation with all stakeholders, including advice or certification from any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC), and the Gifted and Talented Advisory Committee (Education Code 64001).
- Approve annual changes to the plans, categorical budgets, and other budgets
- Approve Professional Development plan and activities
- Approve the Safety and Discipline Plan and maintenance of a safe and healthy learning environment
- Approve School Schedule and Activities
- Hiring committee, school calendar, professional development plans
- Evolution of the Spanish Dual Language program as it impacts students, teachers, and parents
- Application of technology to student projects, particularly in the areas of Science and History/Social Science

- Timely collection, analysis, and presentation of student achievement and other data to inform leadership decisions
- Effective use of resources (people, time, funds, materials) to ensure alignment with ES#8 vision and mission
- Timely delivery of agreed upon services by school partners
- Extended school day learning activities
- Effectiveness of the implementation of the music and health/P.E. programs and the maintenance of the collaborative teacher planning time assisted by the music and P.E. teachers
- Regular, transparent communication with the school community at large
- Ongoing professional development for SSGC members to improve effectiveness in the thoughtful oversight of ES#8's financial, operational, and educational programs
- Regularly scheduled self-evaluation of the effectiveness of the SSGC in meeting its responsibilities
- Formal and informal data collection to assess perception of effectiveness of school policies in order to inform existing or new policies.

SECTION 10: School Leadership and Staffing Plan: Valley Region Elementary School #8 will adhere to Article IX - Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described LAUSD Collective Bargaining Agreements. In addition, the school will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

10a. Leadership Team Capacity: Local District 2 is submitting the plan for ES#8. The Leadership Team consists of the local superintendent, principal, directors, instructional experts in all content areas, classroom teachers, parents, community members, and partnership organizations. (See Appendix: Resume folder for the leadership team that wrote this proposal and that show a proven track record of success serving students of similar demographics.

10b. Staffing Model: The school of approximately 575 students will have 21 register carrying teachers, and 7 teacher assistants (TBD by Categorical budget), making an adult-to-student ratio of 24:1. Teachers will be assigned to 21 classrooms; additionally, there will be one content specialist in language arts, two special education teachers with their district-assigned aides. The classroom aides will be bilingual and will be trained to support student learning using technology.

Academic and non-academic staffing needs for Valley Region ES #8 from start-up through year five

Academic positions	Non-Academic Support staff positions	Teacher Coordinating Differentials
1 Principal 1 APEIS (Itinerant (I)) 19 Register carrying teachers 1 Resource Specialist Teacher 2 Special Education Teachers (classes TBD by District) 1 Language Arts Teacher (non-register carrying) 4 Teacher Assistants (TBD by Categorical budget) 2 Special Education Assistants (or additional adult assistant hours per IEP's) 1 Computer Instructional Aide 1 Speech therapist (I) 1 Adaptive P.E. teacher (I) 1 Deaf and Hard of Hearing teacher (I)	PSA Counselor (District allocated) Nurse-(one day a week) Psychologist(District allocated) 1 School Administrative Assistant (SAA) 1 Office Technician 1 Plant Manager 1 Building & Grounds worker 1 Cafeteria Manager 2 Cafeteria workers 3 Supervision Aides	1 Categorical/ EL Program Coordinatorship 1 Data Coordinatorship 1 Testing Coordinatorship

Highly qualified teacher assistants will be purchased to lower the student adult ratio and provide more instructional time for “at risk” students in areas of academic need. The school will provide IEP services through the bilingual APEIS, special education assistants, and any itinerants that work with the student with a specific IEP.

10c. Compensation: Local District 2 is submitting an educational plan to operate Valley Region Elementary School #8. Therefore, as a Los Angeles Unified School District school, Valley Region Elementary School #8 will continue to use current District guidelines and collective bargaining agreements regarding salary.

10d. School Leadership: Local District 2 will select a highly qualified instructional leader as the principal of Valley Region ES #8. The principal will be responsible for promoting the success of all students and their learning to achieve the outcomes as outlined in the school’s vision and mission. The candidate will go through a rigorous selection process and must possess the following characteristics and meet the following qualifications:

- *Knowledge of Instructional Practices:* Extensive knowledge and training on standards-based instruction, inquiry and project-based learning, technology, and research-based practices.
- *Leadership:* Leads in a positive manner, demonstrates integrity, sense of purpose and fosters teamwork and positive morale; implements the educational plan and supports the vision and mission of the school. Supervises and monitors the implementation and delivery of the intended curriculum; envisions cutting edge educational reform and is fluent with current educational theory, practices and research.
- *Collaboration:* Responds and engages with families, partnerships, and community members to mobilize resources to further develop the community school.

- *Problem-solving*: Demonstrates ingenuity and/or creativity in solving problems or working towards results; trained extensively in the Response to Instruction and Intervention (RtI²) framework.
- *Follow-up and responsiveness*: Responds, initiates, changes or sets new priorities; 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; understands and is sensitive to various cultural and ethnic groups. Able to work with all student representatives 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 students.
- *Communication*: Expresses ideas clearly and effectively in both oral and written communication; encourages continuous improvement instructional delivery by providing feedback to all teachers and staff.
- *Decision-making*: Uses judgment that results in a positive conclusion or solution; uses data to drive decision making.
- *Fairness-objectivity*: Directs and manages in a manner that is based on all pertinent information.
- *Judgment*: Makes decisions which reflect factual information based on logical assumptions, taking organization resources into consideration.

Timeline and plans for recruiting, hiring and developing the Principal:

Step	Description	Timeframe/Deadline
Step 1: Advertise the position to all qualified candidates	Applications will become available to all prospective applicants.	February 2010
Step 2: Screen all applicants	The school hiring team will review all applications and select the candidates to be interviewed.	February 2010
Step 3: Interview candidates	Prospective candidates will be interviewed by the hiring team with a representative from Local District 2.	February/March 2010
Step 4: Selection of principal	The hiring team will select highly qualified candidates to submit to the local district superintendent for approval.	February/March 2010
Step 5: Orientation and preparation for opening of new school	The local district superintendent will select and collaborate with the new principal to initiate the implementation plan and prepare for opening of the new school.	March 2010

(See Appendix 10.1: LAUSD Job description for principal. Job description for ES#8 principal is **additional** to basic job description and qualifications in LAUSD job description)

10e. Leadership Team beyond the Principal: The leadership positions beyond the principal will include the APEIS, School Administrative Assistant, Plant Manager, and Cafeteria manager.(See Appendix Folder: Job Descriptions)

The selection criterion for all candidates is a proven track record of success serving students of similar demographics to those of ES#8. 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.

Teachers will be selected to fill the three coordinatorship roles: categorical, data, and testing. Compensation for this part time work, performed in addition to teaching, will follow LAUSD Collective Bargaining Agreements. After teachers are hired, the coordinatorship positions roles and responsibilities will be communicated to all teachers. All interested teachers will apply to the principal for selection.

Timeline for selection Leadership Team candidates: Principal, APEIS, Language Arts Support, Teacher, SAA

Step	Description	Timeframe/Deadline
Step 1: Advertise the leadership team positions	Applications will become available to all prospective applicants.	August 2010
Step 2: Screen all applicants	A panel will review all applications and select the candidates to be interviewed.	September 2010
Step 3: Interview leadership team candidates	Prospective candidates will be interviewed by the principal and grade level representatives	September 2010
Step 4: Selection of leadership team	The principal and staff will select highly qualified candidates for each position	September 2010
Step 5: Orientation/Training of leadership team	LAEP will conduct training on collaboration and leading work teams.	September 2010

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’s proven track record of success serving students of similar demographics. The teacher will be interviewed and must demonstrate their ability to provide standards-based instruction for all students. In addition, teachers must show knowledge of inquiry based, project-based, culturally relevant and responsive pedagogy and instruction. The school will follow the LAUSD Collective Bargaining Agreements

As part of the selection criteria teachers will provide evidence of their unique qualities and experience in conducting standards-based lessons in all subject areas. Candidates will provide a portfolio reflective of their successful teaching experiences serving students of similar demographics.

The candidates will be interviewed by the Hiring Team and must meet the following criteria:

- *Evidence of Collaboration:* Demonstrate ability to work collaboratively with all stakeholders to advance their skills, knowledge, and capacity as educators. Substantiates previous experience of working collaboratively with other teachers in a team-teaching environment for subject areas such as Science, History-Social Science and ELD.
- *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 SEL’s, English learners, students with disabilities, Accelerated/GATE, at-risk students, and students of poverty.
- *Highly Qualified:* Candidates must hold a valid California Teaching Credential and at minimum a CLAD credential.
- *Community involvement:* The candidate must demonstrate ability to work effectively with parents, staff and partnerships in support of the community school.
- *Data Analysis:* Candidate uses the results of multiple assessments to guide instruction and guides students to be self-directed, teaching them how to interpret their own achievement data to increase learning.

- *Problem-Solving*: Engages in problem-solving decision-making with students and school community; embeds critical thinking skills in all lessons and activities.
- *Instructional Plans*: Interrelates ideas and information within and across subject matter areas; uses instructional strategies, materials, resources and technology to ensure that all groups of students have equal access to the curriculum.
- *Classroom Culture*: Establishes and maintains a climate that promotes fairness and respect; implements classroom procedures and routines that support student learning and provide an effective classroom environment.
- *Communication*: Communicates regularly and on a timely basis with students and parents about instructional goals and student progress.
- *Professional Growth*: Possesses professional goals and demonstrates continuous growth; works with colleagues in the improvement of professional practices and improvement of the school program.

ES#8 plans to have a mix of experienced and new teachers who have the necessary qualities to support the vision and mission of ES#8. A minimum of 9 teachers possessing BCLAD/BCC or LAUSD “A” level fluency will be needed to staff the Spanish/English dual language program beginning in 2011-2012. **An autonomy** is requested in order to fully staff and train for the program prior to the implementation year, 2011-2012. A priority is to recruit highly qualified teachers from the relieved campuses including special education teachers. There will be a balance of new and experienced teachers who have received training in culturally relevant and responsive pedagogies.

A language arts support teacher will provide in-class small group instruction to at-risk students which will positively affect students’ literacy skills. This teacher will also assist with professional development, integrating lessons in music, physical education, and performing arts into the curriculum.

Timeline for recruiting, hiring and developing teaching staff:

Step	Description	Timeframe/Deadline
Step 1: Advertise teaching positions	Outreach to interested staff from the relieved campus	May 2010
Step 2: Screen all applicants	The hiring team will review all applications and select the candidates to be interviewed.	May 2010
Step 3: Interview teacher candidates	Prospective candidates will be interviewed by the principal and hiring committee	June 2010
Step 4: Selection of teacher candidates	The principal will select highly qualified candidates for each position using committee recommendations	June 2010
Step 5: Orientation/Training of new teachers	The principal and school leadership team will conduct orientation training for new teachers.	August 2010

SECTION 11: Operations: Sections a,b,c,d,e and f: The Los Angeles Unified School District will coordinate all operational functions and activities at Valley Region Elementary School #8.

SECTION 12: Finances: The Los Angeles Unified School District and Local District 2 will be responsible for generating all financial and budget reports for Valley Region Elementary School #8. The Districts budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs.

SECTION 13: Facilities: Los Angeles Unified School District will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.

Appendix for PSC Proposal for Valley Region #8: Local District 2 in Partnership with LAEP, Project Grad, CSUN, UCLA

- 1.1 LD2 CST and API Growth Charts
- 2.1 2010-2011 LAUSD School Calendar: BUL-1918
- 2.2 Sample School and Bell Schedule
- 2.3 Dual Language Policy REF- 3451.1
- 2.4 List of Research based State Adopted Curriculum/Textbooks
- 2.5 Five Standards for Authentic Instruction
- 2.6 Forty Developmental Assets
- 2.7 LAUSD Closing the Achievement Gap BUL-3833.3
- 2.8 Student Learning Outcomes
- 3.1 LAUSD Discipline Foundation Policy BUL 3638
- 3.2 Project GRAD LA Overview
- 3.3 Project GRAD LA Walk for Success
- 4.1 SPSA Accountability Matrix
- 4.2 Data Charts: AMAO's, Reclassification and CST
- 4.3 Complete Student Assessment Plan
- 5.1 Proposed Professional Development Schedule 2010-2011
- 6.1 Sample Observation Checklists
- 8.1 Transcribed Notes from Parent Meeting for ES#8
- 9.1 Advisory Councils and committees BUL-4148.1
- 10.1 LAUSD Principal Job Description
- 10.2 Job Descriptions for Leadership Team other than Principal