

## Table of Contents

### **Section 1: Executive Summary** **Page 3**

- a. Assurances
- b. Student Population
- c. Vision, Mission and Philosophy
- d. Education Plan
- e. Community Engagement
- f. Leadership

### **Section 2: Curriculum and Instruction** **Page 8**

- a. Curriculum Map and Summary
- b. Track Record of Proposed Curriculum
- c. Meeting the Needs of All Students
- d. Accelerated Learning
- e. Instructional Strategies

### **Section 3: School Culture** **Page 21**

- a. Description of Culture
- a. College and Career Readiness
- b. School Calendar / Schedule
- c. Extracurricular Programs
- d. Student Discipline and Safety
- e. Health
- f. Nutrition

### **Section 4: Assessment and School Data** **Page 23**

- a. Educational Goals and Metrics
- b. Student Assessment Plan
- c. Data Team and Instructional Team
- d. Data Systems
- e. LAUSD School Report Card
- f. Research and Evaluation
- g. Operational Goals and Metrics

### **Section 5: Professional Development** **Page 25**

- a. Professional Development
- b. Teacher Orientation
- c. Professional Development Calendar

- d. Program Evaluation

## **Section 6: Professional Culture**

**Page 28**

- a. Professional Culture
- b. Evaluation
- c. Feedback

## **Section 7: Serving Specialized Populations**

**Page 30**

- a. Specialized Instruction
- b. Students in at-risk Situations
- c. Identifying Students with Special Needs

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

**Page 32**

- a. Identification
- b. Family and Community Engagement
- c. Key Community Partnerships

## **Section 9: School Governance**

**Page 34**

- a. School and Advisory Organizational Charts

## **Section 10: School Leadership and Staffing Plans**

**Page 34**

- a. Leadership Team Capacity
- b. Staffing Model
- c. Compensation
- d. School Leadership
- e. Leadership Team Beyond the Principal
- f. Recruitment of Teaching Staff

## **Section 11: Operations**

**Page 36**

- a. Internal Applicant

## **Section 12: Finances**

**Page 36**

- a. Funding
- b. Budget Narrative
- c. Financial Controls

## **Section 13: Facilities**

**Page 37**

# 1. Executive Summary

## a. Assurances:

- i. **Non-profit proof** – As an internal applicant *Central Region ES #15* will fall under the District 501c3 nonprofit status.
- ii. **Enrollment** – *CES #15* will enroll the requisite students from the impacted campuses that it is intended to relieve, i.e. Vermont Avenue Elementary and Magnolia Elementary.
- iii. **Composition** - *CES#15* will comply with district requirements for serving students with disabilities and all demographically identifiable groups of students.
- iv. **NA**
- v. **Consent decree special education** - *CES #15* will adhere to any court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education.

## b. Student population

*Central Region Elementary School #15* is a new school serving students in Kindergarten through 5<sup>th</sup> grades. It will relieve overcrowding in two sending elementary schools, Magnolia and Vermont Avenue. Three additional schools will be affected, 10<sup>th</sup> Street ES, Leo Politi ES and Olympic Primary Center. It is located across the street from Salvin Special Education Center.

Based on the demographic data of the two sending schools (see Appendix 1), we expect our student body to be composed of approximately 92– 98 percent Latinos with African-Americans being the next largest ethnic subgroup (1-9%). Up to 90 percent of our students are expected to be classified as English learners (ELs), with the vast majority of these speaking Spanish as their official first language. However, from the experiences of team members who are teachers and community members working and living in the community surrounding *CES #15*, we have learned that a significant number of students classified as ELs also speak an indigenous Mexican or Central American language in their homes and may or may not speak Spanish as a second language. Partly as a consequence of this, students similar to our prospective students have struggled in other schools to reach proficiency in English. It would be virtually impossible to provide these children with rigorous instruction in their indigenous first language, since research on indigenous languages spoken throughout Mexico, Central, and South America is scant. Therefore, since true primary language support is not possible for these students, and many of them speak some amount of both Spanish and English, we will strive to do the next best thing and provide these students with instructional support in both Spanish and English. In light of this, all references in this proposal to primary language support refer to support in Spanish. Since *CES #15* will not have the capacity to offer language support in indigenous languages, parents and community members who are bilingual in any of these languages and either Spanish or English may be recruited as volunteers to translate critical information for students.

Table 1 (Appendix 1A) provides data for all affected schools on enrollment, free and reduced breakfast and lunch, percentage of English Language Learners, AYP, API, and Program Improvement data. Table 2 details ethnic data and calendar information.

## c. Vision, Mission, and Philosophy:

### Vision

*Central Region ES#15* students will be biliterate, college-bound, and prepared for the educational and technological challenges of the 21<sup>st</sup> century.

### **Mission**

*Central Region ES#15* will provide a rich, rigorous and rewarding educational environment that will prepare our students to matriculate successfully to the next educational levels. Highly qualified teachers and staff will form a cohesive learning community that will embrace and implement best educational practices.

### **Philosophy**

Our curriculum is standards-based, student-driven, and collaborative. Every member of our school community is a learner, a teacher, and a citizen of the world. Our school is designed to be student-centered and teacher-friendly. We know the needs and strengths of our students and have centered our instructional program on meeting those needs and building on those strengths. Further, we know that teachers are the primary facilitators of student growth, and therefore we have built our school's organizational plan around a strong, effective leadership model that will build on teachers' strengths. Our goal is to improve student achievement by striving for constant improvement in instruction, and making *CES #15* a place where successful teachers are dedicated and committed to serve throughout their careers.

To accomplish this vision, we have drawn on research on meeting the needs of English Learners, Standard English Learners, and students in poverty, as well as research on effective curricular programs, increased teacher retention and teacher effectiveness, successful school leadership, and engaging the community.

As we searched the academic literature, we focused our efforts on programs and strategies that will address the needs of the future students of *CES #15*. To do this, we relied on the data on Vermont and Magnolia elementary schools, which will be relieved by *CES #15*. In addition, our team's unique on-the-ground knowledge of the surrounding school communities allowed us to draw on what is already working for our future students and change what is not. Research and our experiences suggest great promise for improving the academic achievement of our students if we are committed to taking the time to know each student deeply, hold her to high standards, and provide her the support and attention she will need to make steady progress toward those standards. We are committed, and we trust that in the following pages you will see how we have developed a plan to ensure that *CES #15* will remain true to these commitments.

### **A Day in the Life of a CES #15 Third Grader**

Veronica trudged toward the Room 5 line with her hands in fists, still thinking about that tetherball game and the citation yesterday. She hadn't slept much last night – sirens woke her and a helicopter kept buzzing overhead. She glared at Maya's braid in the line in front of her. She cheated! But I was the one who yelled, so I got in trouble!

The next second they were lining up for wind sprints. Veronica was getting tired when Mr. Sanchez called out, "Now everyone races me! Wow! Veronica corre mas rápido! Now pair up for fast fingers – multiplication. Everyone moves toe to heel." Mr. Sanchez steered Veronica over to pair with David, and then their fingers were flying. Everyone knew this game. Eight

fingers from David. Seven from Veronica. “56!” she called. Veronica zipped off as David did a quick jumping jack and then chased her. In ten minutes they were on their way to class and Veronica’s mind was on 7 times 9. Veronica checked off the homework for her table (she was Table Checker for the week). Mr. Sanchez asked for the homework report from Caltech University (that was her table group’s name), then quietly collected the signed citation from her. He reminded them that they should visit the library soon for the big science fair homework project and some students held up the books they had checked out from the local library.

Next up – timed tests. Veronica was on the 7’s, but she didn’t finish in time. Grrrrr! But the quizzes were picked up, and they sat on the rug. Mr. Sanchez, speaking Spanish now, explained their math job – design all the possible rectangular candy boxes for different amounts of candy. They did the boxes for 4 and 6 pieces together, then worked with a partner to draw one rectangle using 8 tiles on their mini-whiteboards. Mr. Sanchez displayed all the different correct answers in front, then wrote array on the board. “You are not just making rectangles, you are building arrays.” Then they got to work using tiles to make all possible arrays for 12 and 24 candies.

Ms. Ibañez, the principal, walked in, patted Veronica on the back and sat down to type quick observation notes on her netbook. Veronica didn’t know this, but Ms. Ibañez made a point of not just visiting classrooms each day, but of checking in on particular students, especially students who had received citations the previous day. At the end, Mr. Sanchez showed them how they had made arrays that showed multiplication sentences! Then it was writing – describing their favorite toy. Veronica was writing how her new soccer ball felt and sounded.

Then it was recess. Mr. Sanchez moved so fast. Veronica hadn’t even thought about Maya until she saw Mr. Sanchez kneeling down next to her former best friend. Veronica avoided her and went off to play soccer instead of tetherball.

Back in class, they gathered on the rug in front of the document reader and read an article in Spanish from the Room 5 Sports Pages, looking for the “main idea.” Veronica glanced up and giggled. It was about Maya playing tetherball. Veronica’s hand shot into the air. He smiled, and before they got to work on *Lectura* passages writing the “Quien?” and “Que?” on post-its, Mr. Sanchez looked at her and said, “Tomorrow we will continue the great Tetherball Championships, but the main characters will be different.”

At lunch, Veronica saw Mr. Sanchez whispering to Maya again, and then Maya came over to her. “Uh, what’d he say to you?” Veronica asked.

“Nothing. Just that we are working on Caring, and asked if I could do something to show Caring to you... Sorry ‘bout...”

“Forget it. Let’s play tetherball after lunch...” And the two best friends walked off to lunch, and tetherball. After lunch, instruction was in English in Mrs. Barnes’ class. They made scientific observations of their aquatic habitats, then identified the main idea in Open Court, and before they knew it the day was done.

#### **d. Education Plan:**

Student needs are the primary focus of *CES#15*, and we believe that students need most of all to be safe, secure, and valued. A safe environment, free of violence, bullying, and drugs, is also essential for maximum learning. *CES #15* will expect high standards of behavior and respect from everyone and will partner with parents and community members to ensure that these expectations are met. *Character Counts!*, which teaches the six pillars of good character: trustworthiness, respect, responsibility, caring, fairness, and citizenship, will be implemented. These pillars of character will be displayed and all adults will be expected to model these traits.

Children need caring relationships in order to achieve success. All of the staff at *CES#15* will be treated with respect and will be expected to develop mentorships with our children. The entire school will work toward a model of every person as both learner and teacher, and will create a community that seeks out and nurtures the best in each individual. Students' native languages and cultures will not only be respected, but valued as assets and viewed as the foundation upon which to build literacy in two languages.

We expect the very best from each student and know that students who leave *CES#15* will be ready for the challenges of the 21<sup>st</sup> century. They will be biliterate, proficient in solving real-world and algebraic problems, skilled with technology and multiple software applications, and at ease with expressing themselves through the visual and performing arts. To ensure rigor and share best instructional practices, the principal, lead teachers and grade level teams will develop high quality rubrics based on the best models. Student portfolios may include projects, art pieces and performances, and lab write-ups to will allow students to reflect on their work and progress.

We will design a dual language program in Spanish and English, and will supplement this program with Spanish-language instruction for all other students through the Foreign Languages in Elementary Schools (FLES) program. We rely on the extensive research that shows that students who learn two languages score higher on standardized tests.

Our mathematics program will build strong thinkers able to solve real-world problems, skilled in computation, and prepared for the more complex math they will encounter in middle school, high school, and college. We have sought out the best math curriculum available and will base our instruction on the only elementary math program that the Department of Education has judged worthy of a positive rating, *Everyday Math*. *Everyday Math* focuses on building students' conceptual understanding, and we will supplement this approach with the locally-proven Alternative Lesson Plans (ALPs), which were developed by the Local District 4 Math coaches for the same purpose: to help students build their understanding of key math concepts.

Our science teaching will feature hands-on experiments using the Full Option Science System (FOSS) kits, and our social science curriculum will be infused with the visual and performing arts. *CES #15* will employ a full-time art teacher and he will be expected to lead all teachers in integrating the arts into the social science curriculum. Teachers will bring history to life using the California History/Social Science Project's model units as exemplars, taking advantage of the nearby Natural History Museum's Teacher Loan Program to create authentic history investigations, and utilizing field trips to draw children deeply into a love of learning.

In every curricular area, we will strive to use the best materials. Lead Teachers, the principal, and the Coordinator will be responsible for keeping abreast of the latest research on effective programs and strategies through regular reading of *EdWeek*, *ACSD SmartBriefs*, the Department of Education's *What Works Clearinghouse*, and *WestEd*.

#### **e. Community Impact and Involvement**

Our planning team and prospective staff have deep ties to the community surrounding *CES #15* and will strive to make our school a center of community life, where parents and community members are actively involved in strengthening the academic lives of our students and the community. We will seek partnerships with the wealth of resources in our community, especially USC, the nearby museums, and neighborhood and cultural organizations. Regular communication with parents will help to ensure that parents' ideas are taken into account and that every parent is viewed as a valuable asset to our school community. Establishing an active PTA will be a high priority for the school leadership team even before *CES #15* opens in the fall.

#### **f. Leadership/Governance**

To realize our demanding vision for *CES #15*, we will need a dynamic and effective principal. She will need to serve as the instructional leader and focus the school on improving classroom instruction and student learning. Furthermore, she must galvanize the staff and bring together the wider school community to create a culture of safety, support, and success at *CES #15*. Because we understand the critical nature of this role, we have designed the principal's position to attract and require such a leader. *CES #15*'s principal will collaborate with the coordinator, chapter chair, and lead teachers to plan and deliver regular professional development sessions that feature model lessons delivered to actual *CES #15* students. One to two times per month, a classroom or more of students will participate in extended learning time in a "fishbowl" while the principal and/or lead teachers demonstrate key instructional strategies in front of the rest of the staff. Our principal, our lead teachers, and even our coordinator will be a consistent presence in classrooms, observing, modeling, and coaching each teacher toward constant improvement.

*CES #15* will utilize the traditional District governance model, with Shared Decision-making and a School Site Council. After determining the needs of our students, we analyzed the flexibility and funding available through this model and discovered how we can fund the priorities we will need: lead teachers who teach half the day and use the other half day to charge of professional development and facilitate teacher collaboration, a full-time art teacher to ensure that all students receive a full education, and a full-time categorical programs coordinator who will also cover classes on a regular basis to ensure that he is authentically connected to our primary mission and to allow teachers to observe others' lessons or plan in teams.

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

Our fiscal plan relies on innovating within the traditional District funding model. By stipulating that our lead teachers will teach in the classroom half-time, we ensure that they remain sharp in their delivery of instruction and allow our categorical budget to fund a larger leadership team. We gain further flexibility by relying on our lead teachers for teacher training and requesting a waiver from the requirement that five percent of the categorical budget be spent on a line item for professional development.

## 2. Curriculum and Instruction

### a. Curriculum Map and Summary:

#### English Language Arts:

Students will receive rigorous, standards-based English language arts instruction utilizing research-based best practices including the District-Adopted core Programs, *Open Court Reading (OCR)* and *Lectura* (the Spanish language arts program from *Houghton Mifflin*). Instruction will be aligned with the California Content Standards as described in the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (see Appendix 2A). *Into English* will also be used for the ELD students.

*OCR* is a comprehensive reading and writing program for elementary school students and has been used effectively in schools across the nation to increase student achievement. According to a 2008 report from *What Works Clearinghouse*, “the program is designed to systematically teach decoding, comprehension, inquiry and investigation, and writing in a logical progression. Part 1 of each unit, Preparing to Read, focuses on phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. Part 2, Reading and Responding, emphasizes reading for understanding with literature, comprehension, inquiry, and practical reading applications. Part 3, Language Arts, focuses on communication skills such as spelling and vocabulary conventions such as grammar, speaking, and penmanship; and basic computer skills (see Appendix 2A).”

Teachers will follow the OCR Pacing Plans (see Appendix 2A) to ensure that instruction progresses in a timely and explicit manner for teachers at every level of experience. Assessment and scope and sequence are embedded in the program.

The leadership team will continue to research the best language arts curricula, including the *Language!* program, published by Pearson for English language arts. The Los Angeles County Office of Education has found the *Language!* program effective in raising reading levels for students who are performing far below grade level in English language arts.

#### Spanish Language Arts

For our Spanish language arts instruction, we will use *Lectura*, the Spanish version of *Houghton Mifflin's* English language arts program. *Lectura* is a District-adopted, research-based program, and since it is used by many District schools it will allow us to learn from the best local models.

One of our unique language arts instructional strategies will be the linking of our Visual and Performing Arts program to the OCR and HM units. Our students will experience an integrated, inter-curricular approach to the visual and performing arts as an extension of unit themes. For example, they will write, produce and perform plays and readers' theater compositions based on unit themes. Parents and community members will be invited to these performances.

#### Math

(See Appendix 2B for more information on scope and sequence). *Central Region ES #15* will request a waiver from the District's purchase of the *enVision* Math program to implement an elementary math program that utilizes the most successful curricular materials identified by *Central Region ES #15*

research: *Everyday Math*. *Everyday Math* gives students multiple opportunities to learn concepts and practice skills, and focuses on real-life problem solving. Through varying instructional contexts, students communicate their mathematical thinking and appropriately utilize technology. The program also involves parents in developing their children's higher-order thinking skills. We will supplement *Everyday Math* with the Alternative Lesson Plans (ALPs), created by Local District 4's Math Coaches. The ALPs were created by LAUSD's Local District 4 Math Coaches with the intent of developing students' conceptual understanding of mathematics. They were designed in alignment with the California State Standards and the District's periodic math assessments.

### **Science**

*CES #15* will use the Full Option Science System (FOSS) to involve our students in hands-on experiments working as scientists. FOSS is a research-based science program for grades K-8 (See <http://lhsfoss.org/scope/index.html> for scope and sequence). It is a modular system that links key concepts with the understanding of how students learn and is used in school districts across the country. FOSS was created to engage students using the learning processes of inquiry, investigation and analysis as they explore the world around them.

### **Social Studies**

*CES #15*'s art teacher will lead the staff in embedding art, drama and music into the social studies curriculum. The art teacher will produce regular student performances, especially for third-fifth graders, and the Literacy lead teacher will help all teachers to implement Reader's Theater, classroom plays, debates, and mock trials. These strategies will ensure that the social studies curriculum at *CES #15* will provide students with regular practice of literacy skills and critical thinking. The California History/Social Science Project's model units will serve as exemplars that will demonstrate how *CES #15* teachers will infuse their social science instruction with hands-on realia and authentic history investigations and controversies. Teachers will take advantage of the nearby Natural History Museum (NHM)'s program of loaning out teaching trunks on units such as the California Gold Rush and the Chumash and Tongva Indians to add further authenticity to students' explorations of history. The Natural History Museum's loan program costs \$15 per trunk, and *CES #15* will pay for these costs. Finally, regular field trips will play a vital role in bringing learning to life for our students. The Categorical Programs Coordinator will be tasked with overseeing the school's field trips and NHM loan program and will prepare a brief annual report for the School Site Council to ensure that the field trip program functions as a cohesive and comprehensive whole and that teachers are informed of and able to take advantage of the NHM loan program. This responsibility of the Coordinator means he will gather and disseminate information on field trip opportunities and may do such things as cover class dismissal to allow teachers to leave early to pick up a teaching trunk from the NHM.

Our library will promote literacy and learning for all students with a rich offering of books and multimedia in different genres in both English and Spanish. We will consider different options (such as staggered schedules, parent volunteers, or high school students performing service hours) for keeping the library open after or before school for research, study, and to promote the

love of reading. We will request that the PTA and/or Booster Club adopt our school library as the primary beneficiary of their fundraising.

### Arts

We will explore connections with Inner City Arts and P.S. Arts. In addition, we will fund a full-time arts teacher with the goal of cycling all students through expert instruction in the arts, with a priority on providing drama and visual arts in order to allow for maximum integration with our social studies and language arts programs.

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

#### English Language Arts

According to the LAUSD Elementary Instructional support unit, “Since 2000, the District has made significant progress in literacy and language arts to improve student achievement. There are several major elements that have contributed to these substantial gains. The District and Board of Education adopted and have supported rigorous, common, standards-based curricula for all students. The curricula are supported by professional development aligned to the content standards. The District utilizes a periodic assessment system to measure student progress at the end of each instructional unit. The resulting data are used in tandem with multiple measures to inform instruction and intervention.”

The District’s success with OCR was described in a 2008 report titled “Results with Open Court” (McGraw-Hill Education). Based on a long history of success with OCR in the adjacent Inglewood Unified School District, the LAUSD Superintendent and Board of education approved this research-based reading program.

In 1999, 360 of 450 schools in the Los Angeles Unified School District adopted the *Open Court Reading Program* as a solution to the problem of years of low Reading test scores at the elementary school level.

Based on the case studies in the report cited above, “at numerous schools where Open Court Reading has been implemented, students’ reading test scores have increased, and teachers and administrators have seen gains in student achievement overall.”

#### Spanish Language Arts

Dual language programs have a track record of producing results on standardized tests that far exceed those of all other language models, namely English immersion and basic bilingual (See Section 2c below and Appendix 2C). Increased cognitive ability, preparedness for future careers, and greater sensitivity to students’ cultures make this approach to literacy a model of excellence. The LAUSD’s Program Evaluation and Research Branch (PERB) 2006 evaluation of *Foro Abierto* and *Lectura* found that “second grade *Lectura* students outperformed *Foro Abierto* students in Spanish reading (Aprenda) at every program implementation level (See Appendix 2D).” *Lectura* is also used by a number of District schools, so our use of this program will facilitate the exchange of best practices and our teachers’ ability to learn from teacher experts at other schools.

### **Math**

The Department of Education's *What Works Clearinghouse* has examined the research on nearly every math curriculum in the nation and found that only *Everyday Math* produced a "potentially positive effect." This is the second highest rating possible, and no other elementary math curriculum has been found to have any positive effects. The *What Works Clearinghouse* identified four rigorous studies that suggested positive benefits from using *Everyday Math*, with an average benefit of about six percentile points on standardized math tests. *Everyday Math* is published by the *Wright Group* and was developed and field tested in collaboration with the University of Chicago School Mathematics Project. The program was designed to expand children's thinking with a rigorous curriculum that builds students' understanding of mathematical concepts while at the same time ensuring that students master basic skills.

*Everyday Math* will be supplemented by the Alternative Lesson Plans (ALPs) that are based on the research of Marilyn Burns and have proven to be favorites for successful teachers in our community. Local teachers have reported great success in relying on the ALPs and *Central Region ES #15* is committed to learning from and utilizing the best from local as well as national or world-wide research. Together, *Everyday Math* and the ALPs will provide proven, hands-on strategies to help students grow in their understanding of math concepts and problem-solving abilities while at the same time gaining skill in computation and mental math.

We recognize, however, that the evidence for the effectiveness of the ALPs has not been tested with the same rigor that has been applied to *Everyday Math*. Therefore, *Central Region ES #15* will also seek to partner with USC's Rossier School of Education to learn more about how to best utilize the ALPs and to gather more rigorous evidence for or against their effectiveness. Our goal is to not only ensure that our math program is of the highest quality possible, but to leverage our new status and budding relationship with USC to help spread the word across the District about how all our children can excel in mathematics.

### **Science**

Research has consistently indicated that hands-on science programs such as FOSS are associated with improved student performance, higher-quality instruction, increased content knowledge, better student attitudes toward science, and increased understanding of the nature of science (See Appendix 2H).

### **Social Studies**

At CES ES #15, social studies instruction will follow the example set by the California History-Social Science Project (CHSSP)'s model units. CHSSP is a K-16 collaborative "dedicated to increasing the achievement of all students through a research-based approach which focuses on standards-aligned content, historical thinking, and academic literacy." The CHSSP continuously evaluates the effectiveness of its programs and provides ample evidence for the success of this model (See <http://csmc.ucop.edu/projects/view/chssp/>).

### **Art**

Arts in Education summarizes the value of the arts by saying, “The arts are languages that most people speak, cutting through individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstractions into concrete reality. Learning through the arts often results in greater academic achievement and higher test scores.” The Arts in Education website, [http://www.newhorizons.org/strategies/arts/front\\_arts.htm](http://www.newhorizons.org/strategies/arts/front_arts.htm), also lists numerous academic studies demonstrating the value of the arts and backing up the claim of greater academic achievement.

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

#### **English Learners**

Our first priority to meet the needs of ELs will be to provide them with instruction in both their home language and second language using a 50/50 dual language model. Students will gain strength in their first language and have opportunities to apply those strengths when interacting in their second language. Our students will build literacy in two languages. We will use a variety of instructional strategies to provide scaffolding to students to ensure that they can climb up to the expected level of proficiency. First, Specially Designed Academic Instruction in English (SDAIE) strategies (See Appendix 2G) will be used for students at ELD levels 4 and 5, and Total Physical Response (TPR), visual aids, graphic organizers, realia and other scaffolding strategies will be used in all classrooms, those taught in both Spanish and English. These strategies give students visual and kinesthetic markers to attach to new vocabulary. Teacher training will include participation in the ELD Practicum (See Appendix 2E) to help teachers develop strategies that promote student progress in English language development.

#### **Dual Language Program Justification**

(See Appendix 2C for more information and citations.)

In October, 2008, the LAUSD Board of Education in the World Languages Resolution, unanimously voted to support the acquisition of English and other languages “in every school in the District with all due haste.”

Researchers (Artiles et al, 2005) have found that one of the most important indicators of success in learning English is student fluency in their home language. Students who initially test low for fluency in their home language were found to make up the greatest majority of students who struggle academically in the Southern California elementary schools they examined. The authors found that these students make up the group that is most likely to be placed in special education, with this trend becoming more apparent after elementary school. For the same reason, EL students may not be identified as gifted or talented because their lack of home language fluency has hindered their ability to excel in school, even though, with the proper language support, they may be more than capable of doing so.

In fact, District policy mandates support for ELs in their primary language. According to the Master Plan for English Learners all ELD 1-3 students *must* be provided with primary language support by a teacher possessing a BCLAD or by a three hour paraprofessional while students who are ELD 4 and 5 must receive one hour of this support. *CES #15*'s dual language program fulfills this policy, and we seek to provide primary language support to all students to the greatest extent possible.

In the emerging global economy, it has become increasingly clear that in order to be successful in the future job market, candidates will need to know multiple languages with a superior degree of fluency. Learning more than one language not only benefits students whose home language is not English, but also promotes cognitive development in all students because the underlying skill that students are developing is the ability to comprehend and compare language structures. Research has proven (Collier and Thomas, 2005) that students who participate in dual language programs perform better on standardized tests at the end of five to six years as compared to students in English immersion or bilingual programs. Students who are exposed to learning more than one language are also exposed to varied cultural experiences, and are more likely to be accepting of one another and people around the world.

### **Dual Language Program Implementation**

At *Central Region ES #15*, implementation of the dual language program will begin in 2010 in at least one but preferably two English/Spanish Kindergarten classrooms using the 50/50 language model. Teachers in Spanish Language Arts classrooms must be authorized with a BCLAD, and *CES #15* will use a team-teaching strategy so that teachers with a BCLAD and with strong Spanish-language teaching skills can teach all day in Spanish while strong English-language teachers will be able to teach all day in English.

In September 2011, a first grade program will be added. Spanish Language Arts teachers will have the opportunity to loop with their Kindergarten students. In each succeeding year, a grade will be added to the program until a full K-5 dual language program exists in the school, with an opportunity included for teachers to loop with their students throughout the lower grade and upper grade level spans.

The gradual phase-in of the program has several benefits in terms of ensuring the feasibility and the success of the program. First, for the 2010-2011 school year we will need to hire just one teacher with a BCLAD who is fluent in Spanish and skilled in Spanish-language instruction. By expanding the program one year at a time, we will also build in time to ensure that teachers are given adequate training in dual language instructional methods and in the research that supports the efficacy of dual language instructional programs. Even more importantly, the gradual expansion will provide each student in the program with the opportunity to receive six continuous years of dual language instruction. Research has shown that dual language instruction is most effective in raising students' overall test scores and cognitive abilities when students receive at least five years of dual language instruction (See Appendix 2C). In addition, language acquisition research shows that people need a minimum of five – seven years to acquire fluency in a second language.

A number of students are likely to enter *Central Region ES #15* having already begun their education in dual language programs at Magnolia and Vermont. If this proves to be the case, we intend to do everything possible to allow these students to continue their elementary education in a dual language setting, in order to help these children reach their full potential. This will require a requisite number (20) of students per dual language classroom in accordance with state law. If necessary, combination classes will be formed to ensure that students have the ability to continue on the road to biliteracy. In addition, *CES #15* will actively seek out partnerships with the

middle and high schools (Foshay Learning Center and West Adams Preparatory, respectively) into which our students will matriculate, in order to discuss with them the advantages of creating a K-8 or even K-12 dual language pipeline to biliteracy. Students will be organized into dual language classes with a goal of having a variety of ELD levels and English Only students represented. This will give students an opportunity to collaborate and support each other's learning as they develop skills in the language they are acquiring.

As we judiciously expand our dual language program, we will at the same time strive to meet the needs of every child at *Central Regions ES #15*. Every native-Spanish speaker will benefit from building strength in her foundational language. Increased fluency and literacy in one's native language is highly correlated with more rapid acquisition of a second language. In addition, every native-English speaker will benefit from beginning to learn a second language. Therefore, we will implement the Foreign Languages in Elementary Schools (FLES) program to offer all students instruction in Spanish conversation, grammar, writing, and literature for approximately 30 minutes two to three times per week.

Beginning immediately, the California Association for Bilingual Education (CABE) Two Way CABE and the Asian Pacific and Other Languages Office (APOLO) under the Language Acquisition Branch of LAUSD will be invited to share expertise and training with the parents and staff (see Appendix 2F). Professional Development and Articulation will serve to support staff members in complete and cooperative implementation of the program. After parents have received sufficient information in order to make a truly informed decision, they will sign parental exception waivers if they choose to place their child in a dual language program. We propose to participate in the "Pathways Awards" program, which recognizes bilingual proficiency and biliteracy in the elementary and middle school levels. These awards lead to a Seal of Biliteracy which would be affixed to a high school diploma and indicate advanced level competency in both English and a target language.

ELD portfolios will be used to guide instruction and student progress towards meeting both ELD level and grade level standards. Monitoring rosters will be used to ensure that students are making adequate yearly progress in ELD. When a student does not make adequate progress, focused intervention will be offered to ensure that students have every opportunity to progress. Students will experience instructional best practices in ELD instruction across the curriculum. The goal will be to develop-both oral and written academic language, in order to help students meet their goal of advancing a minimum of one ELD level per academic year.

EL students will have opportunities to work with students of varying levels of English mastery in order to provide extended opportunities to speak and hear both English and Spanish being used throughout the day. These groupings will lower the affective filter for many students who might not choose to participate in alternative settings. EL students will also be expected to participate in curriculum-based arts projects which will give them the chance to both widen and deepen their scope of knowledge, and promote concept development in more meaningful ways. EL students will be expected to use rubrics to judge their projects and guide their learning and achievement.

#### **Students with disabilities**

*Central Region ES #15*

We have begun steps to establish a partnership with Salvin Special Education Center to ensure that all students' learning needs are met (See Section 8). Principal Michael Terry of Salvin has expressed interest in exploring, where appropriate, cross-age tutoring and shared professional development in order to enhance the social and academic learning of all students (see Appendix 8C). *CES #15* students with mild to moderate disabilities, such as those with learning disabilities, will access the regular education curriculum. Modifications will be made to increase access to the curriculum, increased amount of time to complete assignments and use of a teacher/student/parent organizer to track homework and class work. Accommodations will be made, such as extended time on tests and some assignments, alternate authentic assessments, repetition and multiple opportunities to practice a skill, reteaching for unlearned skills, assistive technology as required, and peer tutoring/mentoring. Students with mild to moderate disabilities will be eligible to learn in the Least Restrictive Environment (LRE) and therefore will be taught in the general education class with appropriate accommodations, receive pull out or in class Resource Specialist Program (RSP) assistance, or in a self-contained Special Day Class (SDC) as is appropriate to meet/support their individual education needs as described in the Individualized Education Program (IEP).

Students with visual impairments will access the general education curriculum with the accommodations of written materials in larger print or Braille as appropriate to meet/support their individual education needs as described in the Individualized Education Program (IEP). Additional accommodations include: preferred seating, use of a magnifier, Braille note taking device, voice recorder, use of overhead projector and large writing on the board by the teacher, etc. Pull out or in class Resource or Itinerate services for students with visual impairments will be provided as appropriate.

Students with Deafness and Hearing Impairments access the general education curriculum with accommodations as appropriate to meet/support their individual education needs as described in the Individualized Education Program (IEP). Additional accommodations include: preferred seating, copies of teacher's written notes, sign language interpretation, etc. Pull out and in class Resource or Itinerate services for students with hearing impairments will be provided as appropriate.

Students with moderate to severe disabilities will access the Alternate Curriculum for Students with Moderate to Severe Disabilities (adopted by LAUSD) and/or the general education curriculum with modifications as appropriate to meet/support their individual education needs as described in the Individualized Education Program (IEP). They will be provided opportunities to participate in school wide activities with typical peers, such as assemblies and carnivals. Additional accommodations include: modeling with visual and verbal cues, individualized instruction, repetition- multiple opportunities to practice a skill, and assistive technology, such as, larger pencils and crayons, visual cues, pictures to assist in communication, and a picture schedule. Additional modifications include: increased amount of time to complete a task, and a highly structured daily classroom routine.

Students with moderate to severe disabilities who are not fully accessing the general education curriculum will be tested by using the California Alternate Performance Assessment (CAPA), as adopted by the state of California.

### **Low-Performing/At Risk Students**

Students who are not achieving grade level standards will be given additional assistance through a number of interventions, including homogenous grouping during Independent Work Time, Response to Intervention (RTI), a pull-out program using Peer-Assisted Learning Strategies (PALS), and extended learning time where appropriate and feasible.

### **Independent Work Time Mixing**

First, intervention will be provided during a 30 minute Independent Work Time period. Intervention classes will be formed by mixing the students into groups based on assessment data and ELD standards that need to be met. Students will rotate through 6-week blocks of focused instruction. Post assessment data will be compared to pre-assessment data to ensure that students are making progress, and to determine when the student has made enough progress to move into a more advanced level of intervention instruction.

### **Response to Intervention Model**

*Central Region ES #15* will be using a model of in-class Response-to-Intervention that is designed to pinpoint student's needs and provide intensive, focused instruction for 1/2 hour per day in order to provide students with the skills they need to access the curriculum. Using OCR data, and a detailed vocabulary and reading comprehension analysis, students will be placed into groups in which instruction will be based on between 2-3 ELD standards that, if met, would improve their ability to achieve in language arts. Students will travel to the teacher that is focusing on the skills they need for that period of the day. For instance, one teacher may be instructing a group in phonemic awareness while another teacher works to help students read multi-syllabic words and a third teacher focuses on comprehension of figurative language.

At the end of a six week period, students will be reassessed. Based on their most recent achievement data, they will be placed in the most appropriate group, meaning that if they have met the standards and their goals, they can move to working on a more complex skill. This model of intervention is based on research included in Open Court Reading that has broken down the skills a person must have in order to read and comprehend successfully. The skills have been arranged in a hierarchy so that teachers can understand what a student needs to be able to do successfully before she can move on to the next level of skills. Teachers use the hierarchical model to determine how to plan and deliver the intervention, knowing that the focus must be narrow so that students can master the skills they need within the six-week period, and move on through the hierarchy. As the school year passes, there should be more intervention groups being taught higher-level skills because the most intensive students will have mastered skills that are below grade level. This has been proven to be the case at Tenth Street Elementary, Vermont Elementary, and other neighboring schools.

### **Peer-Assisted Learning Strategies (PALS)**

Students who are struggling with grade-level reading material will be assisted through a pull-out intervention program using Peer-Assisted Learning Strategies (PALS). This program is designed to supplement an existing reading program. Its materials are grade leveled to lead students through a series of structured, peer-tutoring routines. It will be used as an intervention tool to meet the needs of those students who need support in reading accuracy, comprehension, and fluency. The program has been used with students with diverse ability levels, including English learners and students with learning disabilities. Students will be pulled out to work in small groups for periods of 30-40 minutes, 3 days a week. The program will be aimed at those students who are working far below grade level. The goal of its implementation is to raise those student's achievements to grade level.

#### **Extended Learning Time**

To extend learning time for students at risk, *Central Region ES #15* will consider pursuing a waiver to implement a staggered schedule for paraprofessionals, lead teachers, or coordinators to allow for students to access more of the core curriculum and get extended learning time. In this case, an intervention teacher might work 10:00 a.m. – 4:30 p.m. so that students would not be pulled from class during the first two hours of Literacy and math instruction, and some at-risk students (those in after-school programs) would receive additional targeted assistance while missing none of their regular classes. In addition, at-risk students will be one of the groups targeted to receive extended learning time during those professional development days when the principal and lead teachers are modeling lessons to actual classes while other teachers observe.

In addition to these academic supports, we will seek a partnership with Magnolia Place (see Appendix 8B) to provide additional services to students whose academic growth and life prospects are hindered by truancy, homelessness, drugs, violence, placement in a foster home, or other difficulties. Further, our initial budget calls for funding, from categorical funds, one additional day of services from both a school nurse and a school psychologist. These experts will help us provide counseling and promote the health of our students, and increasing these services will be a priority if feasible (see Section 12 and Appendix 12A).

#### **Gifted And Talented Students**

Gifted and talented students will be given multiple opportunities throughout each core subject to guide their own learning, deepen their understanding or breadth of knowledge, and create projects which will exceed the grade level standards.

The school will outreach to the community to connect with organizations such as the STAR program that offer further opportunities and support for gifted children to learn and grow. Opportunities in the arts will be specifically sought, so that students can express what they have learned in multiple ways.

#### **d. Accelerated Learning**

Teachers will use student-based learning, Socratic questioning techniques, and differentiated instruction to give students the freedom to explore their own areas of interest within a theme or subject matter. In addition, we will seek to increase identification of gifted and talented students

by looking at all the criteria for identifying gifted and talented children, with special emphasis on ability in visual and performing arts.

All gifted students will be given assignments which access higher level thinking skills, and include elements of the fine arts and/or connections across the curriculum. Students will be able to interpret rubrics and defend how their projects meet or exceed the standards they are learning, no matter what form their final project takes. One example of a specific instructional strategy that will be used with accelerated students is a set of icons developed by Dr. Sandra Kaplan at USC, which, when learned, will help them to access the highest levels of Bloom's Taxonomy as they analyze text, literature and create their own projects.

Strategies that have proven successful with other populations of students, such as using cooperative learning, Thinking Maps, Write from the Beginning and SDAIE techniques will also be employed with advanced learners, as many of them will also belong to the ELD population. This will ensure that they have the best access to the curriculum possible.

All teachers will be trained in identifying and working with GATE students by being exposed to the work of Renzulli, Sandra Kaplan, LaRoyce Bell and Lucy Hunt through professional development. Teachers will realize that GATE students also have areas where they need extra support. Those areas will be monitored and addressed. Students will be identified to participate in accelerated learning programs through the following criteria: general ability, specific ability, task commitment, creativity and specific talent.

The number of minority students represented in the GATE program will be increased because of teacher training and awareness, ongoing professional development, and using multiple criteria which include standardized test scores, data and in some cases portfolios, to identify gifted and talented children.

#### **e. Instructional Strategies**

To address the expected student needs in language development (see Section 1b), *Central Region ES #15* will implement a phased-in dual-language program with instruction 50 percent in English and 50 percent in Spanish (See Section 2c), using *Open Court* for English instruction and *Lectura* for Spanish instruction. For all ELs, we will provide primary language support to the greatest extent possible and train our staff in best instructional practices using resources such as the ELD Practicum (See Appendix 2C, 2D, 2E, 2F, and 2G).

#### **Culturally Relevant Instruction**

In addition, we will use the Academic English Mastery Program (AEMP) to ensure culturally relevant instruction (See <http://www.learnmedia.com/aemp/index.html>). The Academic English Mastery Program focuses on teaching students from a Standard English Language Learner background (SELS). These students are often classified as "English Only," but their home language often differs greatly from standard academic English.

These students generally use English vocabulary that is placed upon the grammar, phonology and sentence structure borrowed from languages other than English. Students coming from this

*Central Region ES #15*

type of linguistic background need to acquire standard English grammar and syntax, or Academic English Mastery. The AEMP program is based on research conducted by Dr. Noma LeMoyne in conjunction with the LAUSD Language Acquisition Branch.

The AEMP program uses Mainstream English Language Development (MELD) strategies that help students to recognize the differences in how they speak at home and how they are expected to speak in an academic setting, and to be able to speak in an appropriate manner based on the setting they are in. By using contrastive analysis as a MELD strategy, students' home language and culture is not devalued.

Moreover, the AEMP program incorporates culturally responsive literature and lessons into the curriculum. This helps to develop students' self-esteem and provide them with cultural clout that helps them to create a multifaceted identity that allows them to fit in to a multitude of situations with linguistic and cultural ease.

At *CES #15*, teachers will use the MELD handbook to deliver culturally responsive strategies that enhance the adopted curriculum. These strategies will be incorporated into the lessons, and will be used during IWT intervention blocks with the appropriate students. The AEMP strategies will not replace any adopted curriculum, but will provide an additional tool for teachers to use to intervene with a language group that is not in need of typical ELD instruction.

#### **Students with Disabilities**

In addressing the needs of students with disabilities, the school environment will adopt a policy of person first language as prescribed in the federal law - Individuals with Disabilities Act (IDEA). That is to say that when referring to a student one would say, "He is a student with Autism", not "He is Autistic". Person first language acknowledges the existence of the person first and the disability second. A common continuous language throughout the school ensures that students with disabilities are given proper respect and that creates a culture of understanding.

All students will receive instruction in the curriculum most appropriate to meet their needs. Students with severe disabilities, i.e. – Autism, Mental Retardation, or Multiple Disabilities (the existence of a disability of mental impairment and a disability that affects other functioning [visual impairment, deafness, orthopedic, seizures, etc.]) will receive instruction either in the general education curriculum with modifications and accommodations as required or the Alternate Curriculum for Students with Moderate to Severe disabilities. The curriculum of instruction will be determined in the student's Individualized Education Program (IEP) in accordance with their academic level.

Students with learning disabilities will receive education services in accordance with their particular needs as defined in their IEPs. They will be placed in the Least Restrictive Environment (LRE) which may be full inclusion and participation in the general education classroom, supports in the general education classroom, pull-out resource services, or a special day class (sdc) for part of or the entire school day as appropriate to meet their educational needs and as listed as the offer of (FAPE) Free and Appropriate Public Education in their IEP. Their curriculum will be the general education curriculum with accommodations as appropriate.

Accommodations may include extended testing time, shorter assignments, test questions read to

student, oral response to tests, etc. Such accommodations must be appropriate to the student's needs and declared in their IEP.

Students with the disabilities of Deafness and Hard of Hearing will receive supports to participate in the general education classroom or a special education classroom as is appropriate to their education needs. Students who are deaf or hard of hearing will receive instruction in the general education curriculum. Education will be provided according to methods developed by Thomas Hopkins Gallaudet and continued by Gallaudet University (the foremost institution of education for the deaf). These supports would include American Sign Language (ASL) interpreters who would assist teachers, staff, and hearing students in learning ASL to help integrate the students with deafness and hard of hearing disabilities into the school environment, as well as, giving sign language support to the students themselves. Dr. Stephanie Cawthon (University of Texas at Austin) gives excellent examples of accommodations appropriate to the testing of students impacted with deafness and hard of hearing. Such accommodations include interpretation of test items in accordance with the student's academic level and communication skills and signed response to a scribe. Additional supports could be itinerate teacher services. All appropriate accommodations will be provided as determined by the student's IEP.

For students with the disability of Visual Impairments (which would include partially sighted and blindness), they will receive supports to participate in the general education classroom or a special education classroom as is appropriate to their education needs and be instructed according to the general education curriculum. Education will be provided according to methods developed by Louis Braille. Accommodations for general education of students with visual impairments include seating closer to teacher and instruction board, assignments written on board being read aloud, teacher and parents checking their assignment sheet, etc. Assistive technology would include a Braille Note for note taking in class, a Braille for performing assignments, larger print books, audio recordings of literature/texts, enlargements of material, a magnifier, etc. Supports could include resource or itinerant services as required to meet students' needs. Additional supports would include cooperation with the Braille Institute of Los Angeles for assistance in materials and technology. All appropriate accommodations will be provided as determined by the student's IEP.

Students with Orthopedic Impairments will receive instruction in the general education curriculum. Appropriate accommodations may include a table raised to allow access by a wheelchair, an adapted chair to assist in balance while sitting, aisles widened to allow access throughout the classroom environment, etc. Additional accommodations for testing may be necessary, such as extended time and/or oral responses for students with weak or spastic hands. All appropriate accommodations will be provided as determined by the student's IEP.

Students with Severe Disabilities (Autism, Mental Retardation, Multiple Disabilities) who are unable to participate in the general education curriculum will be instructed using the Alternate Curriculum for Students with Moderate to Severe Disabilities (adopted by LAUSD). All students with severe disabilities will be given appropriate accommodations will be provided as determined by the student's IEP. A partnership is being developed with Salvin Special Education Center (a special education site for students with severe disabilities) to assist teachers

with instructional strategies, resources, and support to meet the students' needs. In addition to teachers with specialization in each of these severe disabilities, Salvin has teachers who have special training in behavior intervention, including those who are trained as Behavior Intervention Case Managers (BICM). A partnership between these schools could assist students with severe disabilities who are in a special day class or in the general education class to be more successful. BICMs from Salvin could assist all teachers who need to write behavior supports in IEPs to determine appropriate goals and supports.

As Salvin Special Education Center produces approximately 300 IEPs annually, their expertise could be used to ensure quality in the writing and administrating of IEPs. Teachers required to write IEPs and administrators required to moderate them could attend appropriate professional development at Salvin. Additionally, BICMs may be able to assist all teachers in classroom management of behavior issues by all students.

For gifted students, teachers will use research-based strategies such as those of Renzulli, Sandra Kaplan, LaRoyce Bell and Lucy Hunt (see Section 2d for more information).

### **3. School Culture and Climate**

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

*Central Region ES #15* will be an open, accessible learning environment for the community. We will have a college-bound culture that prepares all of our students for the challenges of the 21<sup>st</sup> Century. As we grow into a dual language school, our goal is for every child to be both bilingual and biliterate. The Academic English Mastery Strategies will be used to reach and address the needs of the whole child, and to establish a common language of scholastic achievement. The *Character Counts!* program will be used to address behavior and to establish a school-wide culture of integrity, ethics and character on campus (See [http://character counts.org](http://charactercounts.org) for more information and Appendix 3A for a sample Discipline Form).

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

For many years students were steered into college preparatory, vocational, or secretarial tracks. With the introduction of the Career Education concept and curricula in 1971, all students were urged to embrace “career education” as “the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. ‘Career’ is a development concept beginning in the very early years and continuing well into the retirement years (Hoyt and Marland quoted in syllabus <http://www.clt.astate.edu/dagnew/CMLP98.HTM>. See Appendix 3B).”

The curricula scope and sequence of Career Education identifies *career awareness* as the appropriate component for students at the elementary school level; *career exploration* as the middle school focus, and *preparation* at the high school level.

Based on the Career Education concept, we believe that college success begins in kindergarten. Elementary students should be exposed to and actively engaged in a wide variety of career and college awareness curricular activities. Our students will experience activities that include:

- **Career days** which schedule speakers representing a variety of jobs and careers as speakers. Career Days will feature not only speaking and interacting with students in age-appropriate ways, but demonstrations of tools and equipment e.g. such as specialized vehicles.
- **Mentoring/adopt-a-student activities.** Research indicates that mentoring is one of the most effective strategies for nurturing and supporting students and increasing student achievement and closing the achievement gap. Students will be involved in mentoring experiences, both from school-based and external programs.
- **College awareness activities** e.g. college awareness night. College banners and other realia will be displayed in classrooms as part of units focused on college and career awareness.
- **Curricular trips to colleges.** *CES #15* is located close to the University of Southern California (USC) campus. One of USC’s extensive outreach programs is the “Family of Schools.” Because Vermont Avenue, one of the sending schools, is in the USC Family, it is the intent of this body to apply for membership to the USC Family of Schools Network (see Appendix 8A for more information on the USC Family of Schools). These partnerships will offer students many opportunities to view college life in action.
- **Guided tours of work sites** The Education Consortium of Central Los Angeles is another organization which we intend reach out to provide our students access to its resources and programs. This partnership will be tapped as sources for work site tours.

**c. School Calendar/Schedule:**

*Central Region ES #15* will be in session for 180 days from 8:00 a.m. – 1:30 each Tuesday, and from 8:00 a.m. – 2:30 on Mondays, Wednesdays, Thursdays, and Fridays. The early dismissal each Tuesday will allow time for teachers’ professional development and other school business. Also, one Thursday each month will also end at 1:30 to allow for additional professional development. (See Appendix 3C for the Bell Schedule.)

**d. Extracurricular Programs**

*CES #15* will access the services of the District P.E. department to provide professional development to our teachers in developmentally appropriate physical activities in order to promote student health and learning. In the longer term, the Coordinator will pursue grant opportunities in order to fund a full- or part-time physical education instructor.

We will also seek to be part of the STAR Education program, an award-winning program that provides a wide range of offerings before, during, and after school including “art, music, theatre, chess, sports & fitness, woodworking, capoeira, smart games, science, math, literacy, and the largest Gifted And Talented Education (GATE) program in southern California (from <http://www.starinc.org/what.html>).”

**e. Student Discipline and Safety**

We will build a safe, orderly school, utilizing a number of resources, including the LAUSD Discipline Handbook, and *Character Counts!*, a program that uses the 6 Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, to develop lifelong habits of good character (See <http://charactercounts.org/>). *Second Step*, through the LAUSD

Health Education Program, will be used to as a reinforcing tool for students to learn to use empathy and to think before acting. The School Wide Information System (SWIS) will be used to track data on behavioral outcomes school-wide.

#### **f. Health**

*Central Region ES#15* will use the research based programs *Too Good for Drugs* and *Second Step* to promote health education. Students will have the opportunity to interact with one another during the lessons, and create projects in which they are able to communicate their feelings and experiences related to living healthy, happy and productive lives.

*CES #15* will adhere to all district mandated Health Education Programs guidelines in order to assure that our students have the best possible opportunity to be educated and make excellent choices about being healthy throughout their lives (see Appendix 3D). We will also partner with Magnolia Place (see Section 8 and Appendix 8B), which is a County office for counseling and mental health services. For in-house services, the staff will use the Student Success Team to evaluate the need for services including for special education or behavioral counseling/referrals services as needed.

#### **g. Nutrition**

*Central Region ES #15* will meet students' nutritional needs through the Free and Reduced Meal Program through USDA.

## **4. Assessments and School Data**

### **a. Educational Goals and Metrics:**

(See Appendix 4A, Table 3. Accountability Matrix for more detail.)

*Central Region ES #15* will prepare our students to become biliterate, responsible citizens who are ready to succeed in a college preparatory curriculum in middle and high school. To keep our school community accountable to that goal, we will set goals of 98 percent attendance, at least 80 percent of students reaching grade level proficiency, and student growth of at least one level of language proficiency per year. We will use CST data to measure our progress toward 80 percent of our students reaching proficiency; we will examine ELD data and CELDT scores, and Reclassification data to gauge progress toward English Language Learners growing at least one ELD level per year and 80 percent of English Language Learners being reclassified within three years; and we will track SOAR data and other classroom assessments to ensure that at least 80 percent of students are meeting grade level standards.

### **b. Student Assessment Plan**

Each classroom teacher will be expected to monitor student progress to ensure that all students are advancing at least one and one-half grade levels in reading and math each year. Each student will build a portfolio of formative assessment data, benchmark school-wide assessments, periodic district assessments, and student work samples, especially writing (see Appendix 4B, Table 4: Student Assessment). Writing will be scored on a normed rubric by teachers at *CES #15* and at other schools that will serve as "critical friends" to help ensure that our teachers maintain rigorous and realistic expectations for each student. Progress on these metrics will be

used to drive professional development and intervention decisions through grade-level and school-level decisions. After completing six years of school at *CES #15*, students will be biliterate as measured in Spanish by the *Aprenda*. In English language arts, this will be measured by writing a five-paragraph essay that scores at or above proficient on a normed fifth-grade writing rubric, by reading a grade level passage with fluency, and by proficient CST Language Arts scores. In math, after six years, students will score proficient on the CST Math test.

Students will also be assessed through Authentic Summative Assessments including teacher-designed projects and student portfolio presentations at the end of each semester. These presentations will be similar to student-led conferences, but students will present to a panel of four students and parents. Each student and her parents/guardians will attend the portfolio presentations for one hour, listening to four other students presenting their portfolios and assessing their progress and then presenting her own self-assessment to her parents, peers and teacher. We envision these presentations as a link between show-and-tell and the defense of a dissertation.

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

Our data analysis will begin with classroom teachers working in grade level teams to review the results of formative and summative assessments to identify and prioritize student needs and to inform decisions regarding instruction and intervention. Grade level data will be funneled to the leadership team who will use the data to determine professional development needs and to make final decisions on interventions. The leadership team will be responsible for developing standard reporting systems to facilitate the sharing of data and for determining what data will be shared.

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

As a District school, we will utilize the Integrated Student Information System (“ISIS”) to track student records and identify services.

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

We will leverage LAUSD’s School Report Card system to track and share our performance data.

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

The leadership team and staff of *CES #15* will read, analyze, and utilize best practices gleaned from EdCal, AASA, AERA, and others. We agree to participate in research and/or evaluation projects in partnership with LAUSD, and higher education institutions such as USC’s Rossier School of Education. We realize that this may involve surveys or interviews with teachers and parents to better understand the factors contributing to student academic achievement.

#### **g. Operational Goals and Metrics**

As an internal applicant we will use all existing LAUSD operational services and follow collective bargaining agreement for all operational goals.

## **5. Professional Development Program**

## **a. Professional Development**

Professional development at *CES #15* will be led by our leadership team composed of lead teachers, the principal, and coordinator, and based on student needs. Grade level teams will engage in regular examinations of classroom-level achievement data and benchmark assessments to prioritize student needs and inform decisions on next steps in teacher training. The leadership Team will plan and deliver model lessons one to two times per month during the Tuesday and Thursday professional development sessions to address the identified student needs. We will use the shortened day schedule on selected Thursdays to allow this time for professional development. At least one classroom of *CES #15* students will participate in extended learning time while the principal and/or lead teachers demonstrate these key instructional strategies to the rest of the staff. Students of new teachers and students who are struggling to meet grade level expectations will be given priority for participating in these extended learning sessions. The principal will have the responsibility of identifying and inviting the students. Our principal, our lead teachers, and even our Coordinator will be a consistent presence in classrooms, observing, modeling, and coaching each teacher toward constant improvement.

When outside expertise is needed, *CES #15* will utilize the Educational Research and Dissemination (ER&D) program through UTLA (See Appendix 5A). This program is based on research compiled by the American Federation of Teachers (AFT) on best practices in instruction. The AFT's research base and experience with teacher training goes back over twenty years. The ER&D program is delivered by expert, veteran LAUSD teachers who will cost less than many consultants and have a deeper understanding of the educational context of *CES #15*.

The LAUSD also offers professional development with specially-trained expert teachers in a number of areas. One source of professional development that we will rely on is the Academic English Mastery (AEMP) program. Once teachers are trained in the AEMP Mainstream English Language Development (MELD) strategies, we will rely on ongoing professional development through both district experts and the local school's Grade Level Student Academic Team. Teachers and paraprofessionals will be provided with regularly scheduled professional development opportunities that will include lesson study, lesson design, analysis of student work and reflection on the teaching process, targeting the delivery of the core curriculum, differentiated instruction, strategies for small group instruction, intervention practices, scaffolding, Think-Pair-Share, Thinking Maps, Culturally Relevant and Responsive Education, effective writing instruction, emphasis on academic language, and data analysis.

## **b. Teacher Orientation**

*Central Region ES #15* will structure its new teacher support to reduce new teacher turnover, improve new teacher performance, and increase student achievement for students of beginning teachers.

Research consistently shows, and our team's shared experience amply confirms, that the first year of a teacher's career is often the most challenging. First-year teachers, on average, produce lower student test scores. They often struggle with student discipline and, especially when faced

with students who have many struggles of their own, a first-year teacher may easily find himself feeling overwhelmed by the many varied responsibilities of his new job. In addition, teacher turnover in low performing schools is a constant problem, with many low performing schools finding that half or more of their new teachers quit before their second year. This leads to a recurring stream of rookie teachers cycling through underperforming schools while students suffer.

These facts are not surprising to anyone with experience in education, and they stem in large part from the manner in which a new teacher's experience is structured. Unlike other professionals, a new teacher is immediately given all the same responsibilities as a seasoned veteran, so a strong support system is critical. The support provided must be based on structured systems such as the Beginning Teacher Support and Assessment (BTSA) program.

At *Central Region ES #15*, our GRowth Accelerated for Consistent Education (GRACE) professional growth plan for new teachers will lessen the pressures on new teachers while ramping up the frequency of modeling and the consistency of support.

We will begin our teacher support through our Student-Centered Induction Program (SCIP). As soon as possible in the spring or early summer of 2010, our Leadership will identify and contact those prospective *CES #15* students who have failed to meet grade level expectations in their previous schools. These students will be invited to attend the SCIP Summer in mid-August, when students will skip a few days of television and video games in order to get a head start on learning. Student participants will be organized into temporary classes based on standardized test scores and the Leadership Team, National Board Certified teachers, and teacher experts will model lessons and provide feedback on new teachers' lesson delivery. Teachers will also receive training and be normed in conducting running records, fluency assessments, and writing assessments. When the real school year begins, teachers will have a head start on assessing and getting to know their students. The Induction will be scheduled with students in attendance for half-days to allow the other half of the day for the staff to focus on internalizing the school vision and implementing the school plan. SCIP will be funded from categorical monies and the number of days of the induction will depend on the budget.

New teachers will be paired with accomplished veterans when possible. Next, our principal will provide model lessons for teachers, with particular emphasis on the needs of new teachers. In addition, the students of first year teachers will be given priority in attending the extended learning time offered one to two times per month during the Tuesday or Thursday professional development sessions. Finally, each new teacher will be "adopted" by a lead teacher, the coordinator, or a National Board Certified teacher, who will provide additional model lessons, extra observations (including notes and debrief sessions), and cover the new teacher's class to allow her to observe other teachers or work on planning with her veteran teacher partner. Students of new teachers will be informed that they are part of an exciting new "Accelerated Learning Program" which research indicates will help them learn even faster and better than students in other classes.

Depending on the program teachers attended to obtain their credentials, they will be required to complete the mandatory induction program required by the state (University BTSA or District BTSA). The BTSA programs will prepare teachers to deliver instruction and to plan and differentiate instruction appropriately in all core curricular areas based on student needs. New teachers will follow the predetermined BTSA schedule and attend the required number of hours of professional development during each semester that they are participating in the induction program.

Through a cycle of shared observations and reflections between new teachers, lead teachers and national board certified teachers, first and second year teachers will acquire the strategies that they need to be successful in the classroom. New teachers will also attend regular staff development to learn how to use programs that have been implemented in the school to help students achieve at higher levels. These professional developments will include training in using Thinking Maps across the curriculum, using AEMP strategies and using best practices to teach EL students.

All teachers who are new to the school will receive a handbook that not only details the policies and procedures adopted by the school, but also has information and strategies on the yearly focus areas for professional development. Teachers will be able to build their binders further by attending professional developments, and adding further resources and documentation. Teachers will then be able to refer to their binders when planning lessons and collaborating in grade level meetings.

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

At *Central Region ES #15*, professional development will be scheduled each Tuesday at 1:30 P.M. for a total of 20 weeks per year. Additional grade level meetings to provide more in-depth professional development to teachers and staff will be held on one Thursday of each month. One half of the Tuesday professional development sessions will be based on District professional development agendas, and the other half will be developed by the teaching staff under the leadership of the principal and Lead Teachers.

The structure of the Thursday grade level professional development will allow for teachers to participate in ongoing lesson study and lesson design cycles, where teachers plan, teach and observe, and then reflect to plan next steps. Thursday's professional development sessions will be scheduled on the Shortened Day schedule.

Teachers will be able to attend a half-day professional development at the beginning of each year, where instructional goals and focus for the year are communicated. Teachers will have the opportunity to collaboratively plan at their grade levels for the first several weeks of school.

It is in the best interest of all teachers and staff that professional development be delivered in a meaningful and well-planned manner, where one professional development session builds upon the previous session. In addition, research strongly suggests that professional development efforts are most successful when they require teachers to engage in sustained learning of one topic and when this topic is chosen based on data showing the greatest needs of these teachers'

students (See Appendix 5B for more information and citations). Therefore, professional developments will be placed on a calendar that is developed by the leadership team prior to the beginning of the school year and adjusted according to needs assessments conducted throughout the school year.

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

Teachers and staff will evaluate how effective they felt the Tuesday professional development sessions have been by completing written evaluations and reflections (See Appendix 5C for a sample Professional Development Evaluation Form). On the evaluation forms, teachers will be able to discuss how they will modify the professional development presented to meet the needs of the students in their classrooms.

Teachers will have the opportunity to make suggestions for the professional development calendar, and although there is a schedule that has been pre-planned, if teachers feel that there is a need to make a change to the schedule, it may be accommodated if the leadership team agrees to the change. Administrators will also reflect on how well professional development strategies have been implemented in the classroom through classroom observations.

## **6. Professional Culture**

### **a. Professional Culture**

The professional culture of the *Central Region ES #15* will be one of collaboration amongst teaching professionals and administration. The administrator will be expected to clearly articulate expectations, and will work to support teachers, the instructional team as a whole, and the vision and mission of the school. In turn, teachers will work together to create grade level goals that are focused on the needs of students as revealed through assessment data. Our goal is to have a lead teacher in each core curricular area to serve as a mentor to teachers who request assistance in that subject, as well as providing help to teachers who need additional support according to administration. Two lead teachers will share one classroom of students, each teaching half of the day and taking responsibility for professional development during the other half of each day. These teacher-experts will also be responsible for helping to plan and deliver many of the Tuesday professional development sessions and for disseminating information to the administration and staff.

Though the lead teachers will have additional responsibilities, it is essential that all members of grade level teams are considered an integral part of the collaboration process. Grade levels will work together in an ongoing effort to monitor students' data, and to adjust instruction in order to respond to the results.

### **b. Evaluation**

The administration will monitor faculty and staff performances through the Stull Evaluation process in a meaningful, student achievement centered, and transparent way. The administrator's goals and expectations will be clearly stated and memorialized to all faculty and staff. Personnel will be afforded the opportunity to provide input into their own evaluation process of professional growth by participating in setting goals at the Initial Stull Planning Meeting. The

administrator will be prepared to provide guidance and assistance during this initial conference by assisting the employee in focusing on areas that will improve student academic achievement. A consensus will be reached as to how observations will occur as well as the expectations for the employee to meet the selected goals.

The principal, lead teachers, national board certified teachers, teacher experts and/or coordinator, will support all teachers, especially those who are experiencing challenges in helping students achieve. This support will include, but is not limited to, conferencing, observing lessons, peer assistance, and providing referrals to additional resources that may be available.

The principal will be evaluated by the Local District Director based on:

- Overall successful implementation of the school's instructional program and achievement of educational goals
- Effectively supporting and providing differentiated professional development to teachers
- Regularly visiting classrooms and being a highly visible instructional leader
- Creating and facilitating a welcoming school atmosphere, providing student support, and setting a tone of collaboration among all constituent groups
- High parental and community involvement as measured by participation in prescribed parent and community activities (described in Section 8)
- Successfully completing required job duties

Teachers will be evaluated by the principal based on:

- Effective implementation of standards-based teaching strategies based on the differentiated needs of students
- Data on students' progress toward the goals identified together by the teacher and principal
- Knowledge of curriculum
- Implementation of the school's plan for improving student achievement
- Successful performance of job duties

### **Feedback**

If a teacher's evaluation reveals poor job performance or does not receive a "meets requirements," a conference will be scheduled between the staff member and the principal in order to develop a written action plan detailing recommendations for improvement. The action plan will be specific, including plans for support services, specific responsibilities and expectations, timelines, and potential consequences for failing to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure.

Faculty and staff will have numerous opportunities to provide feedback to administrators. Thursday professional development sessions will be designed as lesson design and lesson study sessions, where grade levels, lead teachers, and administrators can create shared goals, devise

plans to achieve those goals, teach lessons and reflect on outcomes in a truly collaborative process.

The administrative team will be expected to have an open-door policy, so that educators who may need feedback or assistance will have an opportunity to approach an administrative team member and discuss their concerns. It is important that faculty and staff feel comfortable and confident in their interactions with the administration.

*Central ES #15* will adopt a protocol that will provide an opportunity to resolve conflicts as they arise. It is recommended that the people involved in the conflict be given the opportunity to resolve it together.

A variety of surveys will be used to gather information on *Central Region ES #15* and to inform school practices and policies. These surveys may include but not be limited to those used in the LAUSD School Report Card (<http://getreportcard.lausd.net/reportcardpreview/reports.jsp>).

## **7. Serving Specialized Populations**

### **a. Specialized Instruction** (see also sections 2a, 2c, 2d, and 2e)

The entire educational program at *CES #15* is designed around meeting students where they are and providing them with the support they need to prepare for the challenges they will face. Our curricular programs will be hands-on and integrated with the arts. Students will be assessed through multiple means to ensure that we identify the strengths in every student. Further, our professional development will be tailored toward each teacher's needs, so that they can better respond to the needs of students. *CES #15* will also fund an additional day for a school nurse and school psychologist and partner with the Magnolia Place Family Center in order to provide non-academic support services to children who are at-risk from drugs, violence, delinquency, homelessness, or placement in a foster home. Magnolia Place (See Appendix 8B) is an organization that seeks to affect change in the four areas that experts believe are key to strengthening families: nurturing parenting, economic stability, good health, and school readiness. This Center is connected through the Magnolia Place Community Initiative to more than 40 other non-profit organizations for the purpose of creating sustainable positive change for struggling families. The philosophy of the Magnolia Place Community Initiative is to build support networks to significantly improve the health and wellbeing of families and the community in which they live.

i. All students who fully access the general education curriculum will be assessed in accordance with the general education curriculum (including any state and federally mandated testing) and provided the appropriate accommodations as described in their Individualized Education Program (IEP). (See Section 2c for accommodations). Modifications such as differentiated instruction, reteaching, and peer tutoring will also be provided. Assessments for students with IEPs will also include tracking progress toward IEP goals and objectives as provided on the Welligent system. All IEPs will be on the Welligent system. IEPs will be reviewed and updated at least once per year as declared by federal law IDEA (the Individuals with Disabilities Education Act).

ii. All students, regardless of disability and including those with moderate to severe disabilities, will be educated in the least restrictive environment (LRE) as will be defined in the offer of a free, appropriate public education (FAPE) in their Individualized Education Program (IEP) in accordance with LAUSD policy, the Modified Consent Decree, and the federal law IDEA (the Individuals with Disabilities Education Act). This will be ensured with an annual review of the offer of FAPE in each IEP for those students with disabilities and qualifying for Special Education Services. (See section 2c for specific delivery of services).

iii. Those students with disabilities and qualifying for Special Education Services will likewise qualify for Extended School Year (ESY) as provided in IDEA. ESY will be provided in accordance with LAUSD policy, which includes that when the number of students attending ESY at a specific school site or the number qualifying under a specific disability are too low to justify ESY or a specific class type for ESY at a specific school site, those students may attend ESY at a different school site in a program appropriate to meet/support their needs (i.e. – students with visual impairments may attend ESY at Francis Blend, students with hearing impairments may attend ESY at Marlton, etc.). Should the number of students with disabilities justify ESY classes at this school site, they will be provided.

iv. Students' initial language levels will be identified by the CELDT and home surveys. *CES #15* will use this initial information to appropriately place students according to language level (EL, IFEP, RFEP, EO). *CES #15* will use district assessments such as *OCR* data and CELDT to identify and monitor progress that will assist in meeting the needs of all students.

#### **English Learners (ELs)**

The dual language education program will meet the needs of ELs by providing them with instruction in both their home language and second language. Students will gain strength in their first language and have opportunities to apply those strengths when interacting in their second language. English-speaking students will be given support and instruction in Spanish through the FLES program and we will provide additional support to ELs in a number of ways.

ELD portfolios will be used to guide instruction and student progress towards meeting both ELD level and grade level standards. Monitoring rosters will be used to ensure that students are making adequate yearly progress in ELD. When a student does not make adequate progress, s/he will be enrolled in a focused intervention to ensure that each student has every opportunity to progress. *CES # 15* will use the District-adopted *Into English* as the English Language Development program which complies with state standards. Teachers will design and participate in Professional Development sessions in order to align the *OCR* units with the *Into English* units in terms of standards and themes.

Students will be exposed to instructional best practices in ELD instruction across the curriculum, which include differentiated instruction, scaffolding, SDAIE, Think-Pair-Share, Thinking Maps, culturally relevant and responsive education, cooperative learning, think time, constructive dialogue, sentence frames and linguistic patterns, and effective writing instruction, all with an emphasis on developing both oral and written academic language (See Section 2e). These strategies will help students meet their goal of advancing at least one ELD level per academic

year. We will seek connections with the community in order to help students explore culturally relevant art and literature to build their connections to the community and the world.

#### **b. Students in at-risk situations**

The school will work with many outside agencies to meet the needs of students facing difficult issues. A character-building component will be included in the overall plan of the school, as well as access to visual, music, and dramatic art. However, to assist in addressing the needs of the students in at-risk situations, the school will partner with the Community Relations department of the local police station to encourage our students into LAPD programs, such as Jeopardy which have proven very effective in helping at-risk youth. Additionally, the school will seek partnership with other gang prevention and intervention agencies, such as Homeboy and Homegirl Industries who operate baking and catering services. The school will seek to partner with outside agencies to help deliver tutoring and after school services specifically for all students, but specifically aimed at helping students with low achievement and those in poverty who may not have full access to the necessary materials at home. Programs such as Bridges and LA's Best will be discussed, as well as others. In addition, the school will seek tutoring services to refer students with low achievement to in order to specifically help them succeed. The school will be using LAUSDMax, part of the ISIS system, to track students' attendance and inform parents of absences and tardies. We have begun to forge a partnership with Sophia T. Salvin Special Education Center to examine if the PSA counselor on site there can be a shared resource and budget expense. Truancy will be mitigated in accordance with LAUSD policy which can include counseling of parents and home visits to work with parents on improving attendance issues. The school will seek outside services to assist students affected by poverty and their families (see Appendix 8B). As well, students affected by poverty will qualify for Title 1 services, which include free or reduced price lunches.

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

(See Appendix 8A for resources on Community Engagement and models that we consulted.)

#### **a. Identification**

*Central Region ES #15* is located in the Historical West Adams District of Los Angeles. According to the demographics listed for the schools that will be relieved by this school, the population served should be over 90% Hispanic, over 50% English Language Learners, and 86% low income. Our vision of a dual language (English and Spanish) program will serve this community through providing literacy in both languages to all students attending. In our global community, it is imperative that all members possess the ability to fully participate in such a community with a variety of languages, cultures, and ethnicities. The members of our team have particularly unique insights into this community, school populations, and their needs. Our school planning team features teachers with over one hundred combined years of experience in neighboring communities and administrators with over fifty combined years of experience leading LAUSD schools. In addition, many of our prospective staff members have been serving this community for a number of years at Magnolia and Vermont elementary schools. We will draw on these deep ties to the community and work diligently with local organizations to make certain that *CES #15* will immediately become both a reflection of our community's strengths and a new resource to everyone in the neighborhood. Cooperation and partnership with local

organizations, such as USC, the Natural History Museum, the California Science Center, and African American History Museum will be sought to enhance the school experience for all students. Additionally, local Hispanic, African American, and Korean dance and theater groups will be sought to broaden and deepen our students' understanding of local cultures.

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

*Central Region ES #15* will be a center of community activity where parents and community members feel comfortable in being involved in developing programs that meet the needs of our students and the surrounding communities.

- Surveys will be sent to parents to gather an understanding of the best times to hold parent/community meetings to maximize access.
- In addition to the regular engagement opportunities of parent meetings, ELAC, CEAC, School Site Council, and involvement in the parent center; parents and community will be provided information and be encouraged to involve themselves in local block clubs, neighborhood councils, and other organizations.
- Opportunities to provide adult education in language, technology, and parenting will be sought through partnerships with foundations and organizations that can assist in these areas. The Adams- Normandie Neighborhood Association (ANNA), Budlong, Juliet, Catalina Block club (BJC), Van Buren Place Community Restoration Association and the North Area Neighborhood Development Empowerment Congress Neighborhood Council (NANDEC) will serve as avenues for community involvement and outreach. Members from each community organization live in the proposed attendance area.
- Communication Strategies: Consistent on-going communication Strategies and information will include newsletters, District Parent Handbook, "Connect Ed" telephone calls, School/Parent Contract, Family Nights e.g. Math, Literacy and Science Fairs.

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

(See Appendix 8C for key community supporters of our plan.)

School Site Council members, administration, teachers, concerned parents and community members will be responsible for developing and maintaining relationships with community partners. The Principal will be responsible for delegating individual responsibilities and ensuring that beneficial relationships are cultivated. *Central Region ES #15* is surrounded by a wealth of community resources, and we have identified the following list of potential partners:

- Educational Institutions – USC Family of Schools, Salvin Special Education Center, Natural History Museum, California Science Center, African American History Museum, Inner City Arts.
- Cultural Institutions – 24<sup>th</sup> Street Theater, Music Center, Lula Washington Dance Studio, The Colburn School, Korean Youth Center.
- Recreational – Exposition Multi Generational Center, Expo Swim Stadium and Center, Normandie Park and Recreational Center, Loren Miller Park and Recreational Center.
- Political – Councilmember Ed Reyes, Assembly member Mike Davis, County Supervisor Mark Ridley-Thomas.
- Social Services – Magnolia Place, Esperanza Housing, St. Johns Wellness Clinic, Los Angeles Child Guidance Mental Health Clinic, California Hospital Medical Center

- Religious – First AME Church, St Sofia Greek Orthodox Church, St Thomas and St Agnes Catholic Church, World Impact Church.
- Community - The Adams- Normandie Neighborhood Association (ANNA), Budlong, Juliet, and Catalina Block club (BJC), Van Buren Place Community Restoration Association and the North Area Neighborhood Development Empowerment Congress Neighborhood Council (NANDEC) West Adams Heritage Association (WAHA), Korean Churches for Community Development (KCCD). Music Center, community garden – some of the gardeners live in this neighborhood

## 9. School Governance

- a. **School and Advisory Organizational Charts**  
(See Appendix 9A.)

## 10. School Leadership and Staffing Plans

- b. **Leadership Team Capacity** (See Appendix 10A for resumes.)

### Local Teachers:

- Claudia Conroy, teacher – Olympic Primary Center
- Andrea Mauk, elementary and GATE teacher, 7 years – 10<sup>th</sup> Street ES
- Norma Ojeda, teacher – 10<sup>th</sup> Street ES
- Clent Rutledge, special education teacher, 13 years – Salvin Special Education Center
- Ralph Sanders, elementary and science lead teacher, 23 years – Politi ES

### Administrators:

- Nanetta Arceneauz, Director of Local District 7, former principal
- Robert Barner, Ph.D., former principal and Assistant Superintendent, LAUSD
- Mike Bennet, Principal of Patrick Middle School, former Vice President of UTLA
- Melba Coleman, Ed.D, former principal, former Vice President of CSUDH
- Dr. George J. McKenna, Superintendent of Local District 7

### UTLA Staff and Representatives:

- Jose Govea, Area Representative, UTLA
- Cheryl Ortega, Director of Bilingual Education, UTLA, former teacher, 38 years
- Cathy Proctor, Member, UTLA Board of Directors, elementary teacher, 13 years
- Josh Pechthalt, AFT Vice President, high school teacher
- Phyllis Williams, Member, UTLA Board of Directors, elementary teacher

### Community Member:

- Marco Flores, elementary teacher, 18 years, Certificate of Recognition from Department of Neighborhood Empowerment, LA

### Writing Consultant:

- Kevin Schaaf, M.Ed, MPP, former elementary teacher, 9 years

### b. Staffing Model

Based on the current District norm table, *CES #15* will have 24 classroom teachers for 525 students.

Additional positions will be funded through categorical monies and QEIA funds (see Section 12 for more information on the financial considerations that may affect parts of our staffing plan).

Four lead teachers will fulfill the duties of two full-time classroom teachers and spend the other half of their time leading the professional development efforts for the school. They will observe teachers and provide feedback, conduct model lessons, and cover teachers' classes to allow teachers to observe other teachers or to plan collaboratively. To the extent possible, the Principal and Coordinator will also participate in these ongoing efforts to improve instruction.

An art teacher will provide every student with regular instruction in a wide range of the arts, especially visual arts, drama, and music. He will also lead the staff in integrating drama and visual arts throughout the curriculum focusing especially on social studies and language arts.

The Categorical Programs Coordinator will oversee the Title I and Bilingual programs. She will also be expected to provide model lessons focusing on language development and cover classes to allow teachers to observe other teachers and to plan collaboratively. We anticipate that the Coordinator will "adopt" one new teacher to whom she will provide particular modeling, feedback and support. The Coordinator will also oversee the school's field trip program and partnership with the Natural History Museum and its teacher loan program.

### **c. Compensation**

As an internal applicant, we will use the District's salary schedule.

### **d. School Leadership**

(See Appendix 10B for the Principal's job description and Appendix 10C for summaries and citations of research.)

Recent research has demonstrated the critical role that principals play in student achievement. New standards for principal performance focus on how crucial it is that the principal serve as an instructional leader. Strong principals have a laser-like focus on improving classroom instruction and student learning, and make this clear through regular classroom observations and consistent monitoring and coaching of teachers.

Understanding the importance of a strong, collaborative principal has led us to design the principal's position at *CES #15* to require such a leader. For example, professional development will be regularly connected to student learning and the principal will play a key leadership role. The principal and lead teachers will lead the staff in lesson study at least one Tuesday each month during the professional development that occurs when the students are released early at 1:30 p.m. One Thursday of each month, and an additional Tuesday of every other month, some students will be asked to stay late – to the regular dismissal time of 2:30, and the principal and lead teachers will teach model lessons during that time in order to demonstrate key instructional strategies. With our School Planning Team's teaching and administrative experiences, we are well aware of the importance of the principal who is an instructional leader, who regularly visits classrooms and demonstrates an expertise in teaching. Therefore, we have designed instructional leadership into the job requirements for our principal in order to ensure that we can recruit a

candidate who will be a consistent and supportive presence in teachers' classrooms and throughout the school.

**e. Leadership Team Beyond the Principal**

(See Appendix 10D for a job description for the lead teachers)

Our leadership team will consist of the principal, the categorical programs coordinator, two or four lead teachers, and the UTLA chapter chair. The leadership team's primary responsibility will be to ensure that professional development efforts drive consistent improvement in instruction.

**f. Recruitment of Teaching Staff**

*CES #15* will accept all of the teachers from the feeder schools who choose to follow their students. For any vacancies, we will ask for a waiver to be able to actively recruit and select teachers who are highly qualified and committed to enacting our vision.

## **11. Operations**

As an internal applicant, we will use all existing LAUSD operational services provided at the school site and follow collective bargaining agreements; sections 11a – f are not applicable.

## **12. Finances**

**a. Funding**

Our budget process will be transparent. A budget committee will be established and will be a collaborative model. The School Site Council shall oversee the appropriate categorical program budgets and assist in developing the Single Plan for Student Achievement.

The Principal or his/her designee will monitor all budgets. The monitoring process could be done by computer [Quicken, etc.] or by a school site developed system that will be transparent.

**b. Budget Narrative**

All budget decisions will be based on the most current student data which will include, but not be limited to CST scores, CELDT scores, redesignation rates, *Open Court* data, attendance rates, individual teacher assessments, etc.

We will seek to waive the District requirement that 5% of categorical funding be spent as a line item on professional development, arguing that our use of categorical monies to fund four half-time lead teacher positions more than adequately fulfills this requirement, since the major job responsibility of these lead teachers will be to provide for the professional development of every teacher at *CES #15*. This requirement might also be fulfilled through our Student-Centered Induction Program, but we seek the waiver in order to allow more flexibility.

We developed our initial budget in anticipation of QEIA funds following our students from Magnolia and Vermont elementary schools. However, our most recent investigations, through contact with the Los Angeles County Office of Education and research at [www.qeia.org](http://www.qeia.org), reveal that this may not be the case, and furthermore, that all QEIA funds may be in doubt due to the

California state budget crisis. We plan to fully press our case to receive these funds, but in the event that we are not successful, we calculate that we will be able to fund three off-norm teaching positions through categorical monies. We will prioritize the hiring of two lead teachers (each of them counting as one-half an off-norm position), one art teacher, and one Categorical Programs Coordinator. In this event, we will aggressively pursue grant opportunities through such programs as P.S. Arts to fund the art teacher and free up money for two additional lead teachers. In the meantime, we will use Coordinating Differentials to compensate the art teacher, coordinator, and lead teachers for taking on additional professional development responsibilities.

**c. Financial Controls**

(See Appendix 12A for Budget and 12B for sample budget control documents.)

The Principal shall be responsible for all financial monitoring and ensure that all budget expenditures are in compliance with their stated purpose and are fiscally sound.

The following are samples of budget control documents:

- 4170 sample allocation
- categorical fund allocation of resources
- tabs for maintaining budget controls
- budget control sheet for all budgets
- sample request for funding

**13. Facilities**

- NA