

*“Of all the civil rights for which the world has struggled and fought,
the right to learn is undoubtedly the most fundamental...”
W.E.B DuBois*

1. EXECUTIVE SUMMARY

This proposal is for South Region Elementary School #1 (SR ES#1) which is projected to have a student population of 20% African American and 80% Latino. Review of the data from the four elementary schools, 75th St.; 93rd St., Manchester, and South Park, shows that, on the average, African American students scored 28.5% proficient/advanced in ELA and 33% in Math, which Latino students scored 35.3% proficient/advanced in ELA and 54.5% in Math.

We desire to build a model that could become a design for others in public education who seek real-time solutions for closing the achievement and proficiency gaps. We view this proposal as an opportunity to develop new ideas and experiment with research-based educational approaches that are best practices for providing equity and access to African Americans, Latinos and other underachieving students. We wish to create a National Model of Excellence using culturally relevant and linguistically responsive education to change teacher practice and increase achievement for all students.

In order to effectively address these gaps we must look through the lens of language and cultural proficiency. Language serves as the foundation for learning and success in school. Therefore, mastery of academic or mainstream American English – the language of instruction in most American schools – is essential to ensure that all students have equal access to the educational curriculum, and equal opportunities for post-secondary education and career options. Teachers must be culturally proficient in order to be effective in classroom cross-cultural situations (Terrell & Lindsey, 2009). They must be about the business of educating all students to high levels through knowing, valuing, and using their cultural backgrounds, languages, and learning styles within the context of our teaching.

Research data suggest that for students who experience disproportionate levels of academic failure, the extent to which students’ language and culture are incorporated into the school program constitutes a significant predictor of academic success (Jim Cummins, 1989). The gap in achievement for African American and Latino students, compared to their peers is wide in part because “these students’ learning encounters are insufficiently aligned with their core cultural referents” (Gay, 2000).

Educational achievement and proficiency gaps are historical and persistent. If they are to be eliminated, well-intended and well-informed educators and laypersons must make concerted efforts to see these issues as their issues and not those of our students, their parents, or the community from which they come. The issue of the academic underperformance of African-American, Latino, and First Nation students and children of poverty is not new information. When focusing on our practices as educators, we can make a difference for our students and their communities if we pay

attention to who our students are and what their particular needs are, rather than to our needs or the needs of the school system (Terrell & Lindsey, 2009).

a. Assurances

A team of educators in the Los Angeles Unified School District (LAUSD), operating under the name of Sankofa Alliance, is submitting this application to open and operate South Region Elementary School #1 (SR ES#1) as a public school and a national model for culturally responsive teaching. The Leadership Team agrees to and certifies the following:

i. Not for Profit: Members of the writing are employed by LAUSD and therefore not considered a for-profit organization or entity.

ii. Student Enrollment: SR ES#1 will provide a free, nonsectarian, public education for all students. The school is located in Los Angeles, will open with approximately 840 students, K – 6 grade, to relieve over-crowdedness from the impacted elementary campuses of 75th Street, 93rd Street, Manchester, and South Park. SR ES#1 will follow LAUSD’s admission policy and enroll all students from these overcrowded schools first. The school will not discriminate against any student or employee based on ethnicity, gender, national origin, sexual orientation or disability. As part of the Los Angeles Unified School District SR ES#1 will continue to work with the District’s Special Education Division to ensure compliance with the Williams’ Modified Consent Decree. All stakeholders will implement the school attendance plan to motivate students to attend school daily and on time.

iii. Student Composition: The student composition at SR ES#1 will reflect the student composition of the schools it is intended to relieve in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, Standard English Learners, English Learners, Students with Disabilities, gifted and talented, and foster care placements. The students from the four feeder schools are predominantly Latino and African American, English Learners, economically disadvantaged, and participate in the free/reduced price breakfast and lunch program. SR ES #1 will put in place ongoing review mechanisms to ensure retention and student composition continues to reflect that of the overall school community.

iv. Fiscal Solvency: As an internal operator, SR ES#1 has access to and will rely on budgetary allocations from the Los Angeles Unified School District. All budget and financial statements will be provided to the school by the Los Angeles Unified School District.

b. Student Population:

SR ES#1 is a new school built to relieve over-crowdedness at four elementary schools: 75th St., 93rd St., Manchester, and South Park. Student population at SR ES#1 should reflect an average percentage of the four: 20% African American; 80% Latino; 8.75% Special Ed; 2.5% Gifted & Talented; 51.75% English Learners; and 7.5% Reclassified as Fluent. It is expected that 94% will fall into the category of

Economically Disadvantaged/Title I. No data was available concerning % of English Proficiency. Sankofa Alliance understands the needs of students that will be attending SR ES #1 and has had a combined 75 years of success in serving students with similar demographics and as culturally responsive trainers and professional development consultants of cultural responsiveness. The lead writer has had a breadth and depth of experience in this field with this population as an administrator and teacher at both the K-12 and college level in three states. Each of the other three writers has worked in other California school districts with similar demographics.

SCHOOL DEMOGRAPHICS				
	Percent of Students			
	75 th St	93 rd St	Manchester	So. Park
Total Students Enrolled:	1,429	1,123	1,004	977
African American	17%	22%	24%	17%
American Indian/Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Latino	83%	78%	76%	83%
Pacific Islander	0%	0%	0%	0%
White (not Latino)	0%	0%	0%	0%
Special Education	8%	8%	8%	11%
Gifted & Talented	1%	4%	1%	1%
English Learners	53%	48%	50%	56%
Reclassified as Fluent	6%	7%	9%	7%
English Proficient	----	----	----	----
Economically Disadvantaged	93%	95%	94%	95%

c. Vision, Mission, and Philosophy

Vision: Every child in every classroom will be engaged in a rigorous, standard-based, culturally relevant curriculum facilitated by highly skilled, culturally responsive and caring teachers supported by administrators who are effective instructional leaders that create a school climate conducive to student learning and personal achievements.

Mission: Closing the achievement and proficiency gap by transforming education to ensure that all students have equal access to the District’s core academic curricula and equal opportunities for post-secondary education and career options through the implementation of a quality instructional program that is culturally relevant and linguistically responsive.

Educational Philosophy: All educators will be instructional leaders who have the pedagogical knowledge, and possess a positive belief system of high expectations, that will enable them to work effectively with all student (especially underachieving subgroups) and their families, regardless of the families’ social circumstance. The curriculum adopted must be standard-based, rigorous, culturally relevant and linguistically responsive and provide our students with direct access to core content.

They will have the desire to educate all children and embrace instructional practices that accelerate the learning, develop character, and promote self-efficacy of Standard English Learners – African American, Mexican Americans, Native Americans, and Hawaiian Americans. To ensure that the vision, mission, and philosophy of SR ES#1 becomes embedded into the fabric of the school, professional development will intentionally address the attitudes, beliefs, and perceptions of its staff in order to eliminate any deficit thinking concerning the population of students and the community served.

Teachers at SR ES#1 embrace an “equity pedagogy” philosophy – they modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, socioeconomic, and language groups. This includes using a variety of teaching styles and approaches that are consistent with the range of learning styles within various cultural and ethnic groups, such as being demanding but highly personalized when working with African Americans, Latinos, and other underachieving students. It also includes using cooperative learning techniques in math and science instruction to enhance the academic achievement of students of color. At SR ES#1 all teachers will provide every child multiple opportunities to develop his or her talents through culturally relevant and linguistically responsive differentiated instruction that is standards-based and equity driven

A Day In The Life Of A Student At SR ES#1

Setting the Stage: Teachers who are exceptional managers of their classrooms are proactive and use brain-compatible techniques and strategies to accomplish this feat. The research on classroom management tells us that effective managers do not necessarily possess this magic bag of tricks that other teachers do not have. Instead, they have planned for their students in ways that keep classroom management problems from happening in the first place. Proactive teachers can accomplish four purposes:

- Create a physical classroom environment conducive to learning that includes appropriate lighting, music, aromas, and seating. Specific smells have certain impact on the brain. Lavender, vanilla, and jasmine can have a calming effect on brains, while peppermint, lemon, citrus, and cinnamon can assist students in focusing and becoming more energized. (Teachers must be careful of the ill effects of certain aromas on students who have allergies)
- Develop a proactive classroom management plan with appropriate rituals, celebrations, consequences, and parental support (Positive experiences between teacher and students correlate to sustained improvements in student behavior)
- Deliver brain-compatible lessons (left/right brain) that not only reduce behavior problems but increase academic achievement and make teaching and learning fun (The ones who are bored become interested and the ones who are had feelings of inadequacy are learning; classroom disruptions are minimized)

- Deal with chronic behavior problems that are not alleviated by conventional classroom management practices. (Be proactive and become informed about those brains that may learn or behave differently from the norm and solicit the help of others when warranted)

(Tate, 2007)

Music gets each day off to an encouraging start, leads students calmly through transition times, minimizes classroom disruptions, and gives all who hear it a sense of well-being. Bringing the right kind of music into your classroom can alleviate at least 50% of your classroom management concerns.

(See **APPENDIX A: Student Scenario – Life In A Day of A SR ES#1 Student**)

d. Educational Plan:

Contrary to our current management view, real change in living systems – including our schools – occurs from the inside out. We and our systems change because we continuously learn. There is a conscious shift in our awareness, perception, and meaning about who we are. The source and catalyst for living system transformation is change in the internal meaning, not change by external mandate.

– Pace Marshall (2005)

A conundrum exists for many school leaders as they are faced with the question, “Are educators trying to close the testing gap or the achievement gap?” Federal requirements have placed enormous accountability pressure on everyone involved. Because these high-stake assessments are to be aligned with state standards, the standards have naturally become the critical focus for achieving the results that schools are expected to produce. To meet these rigorous demands, our teachers need practical strategies, not only to realize higher student achievement levels in reading and mathematics, but also in every other content area. With so many standards and so little time, how can educators at every grade level and in every content area effectively teach and assess all the standards within the given instructional time each year? To address this concern, teachers at SR ES #1 will identify Power Standards (prioritized standards) that are derived from a systematic and balanced approach to distinguishing which standards are absolutely essential for student success – in school, on the state tests, and in life – from those that are “nice to know”. Power Standards represent the “safety net” of standards each teacher needs to make sure that every student learns prior to leaving the current grade. All students [including the subgroups] who acquire this “safety net” of knowledge and skills will thus exit one grade better prepared for the next grade (Ainsworth, 2003), which effectively decreases the achievement and proficiency gaps.

The Culturally Relevant and Responsive Education plan of South Region ES #1 is a holistic, constructivist approach to creating inclusive, learning-rich environments with varied instructional resources that support state content standards and empower all students. It is a comprehensive system of education that is culturally, linguistically,

and developmentally appropriate and incorporates students' life experiences (emotional, social, cognitive and cultural) into schooling activities and processes. It values the home language and culture of Standard English Learners (SELs) – African, Mexican, Native, and Hawaiian American students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school i.e. standard American or academic English – and incorporates the historical context of their language and linguistic features as a bridge to the acquisition of academic language and literacy.

Teachers at SR ES#1 embrace an equity pedagogy philosophy – they modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, socioeconomic, and language groups. This includes using a variety of teaching styles and approaches that are consistent with the range of learning styles within various cultural and ethnic groups, such as being demanding but highly personalized when working with African Americans, Latinos, and other underachieving students. It also includes using cooperative learning techniques in math and science instruction to enhance the academic achievement of students of color. At SR ES#1 all teachers will provide every child multiple opportunities to develop his or her talents through culturally relevant and linguistically responsive differentiated instruction that is standards-based and equity driven.

SR ES#1 maintains a professional learning culture where administrators are instructional leaders who are vigilant about promoting a comprehensive, on-going assessment process that provides students and teachers specific and constructive feedback to inform instruction and learning. They are aware of and apply appropriate, legal accommodations for testing English Learners (ELs) and students with special needs. Teachers are viewed as instructional leaders and facilitators of knowledge and regularly take advantage of professional development opportunities to stay abreast of best practices in instruction and assessment. Counselors use on-going analysis, and disaggregation of data to ensure proportionate representation of Standard English Learners, English Learners, and Latino students in honors, A.P., and reduce the disproportionate representation of these students, especially African Americans, in Special Education.

SR ES#1 **intentionally** infuses culturally relevant and linguistically responsive pedagogy into daily instruction throughout the core content. We provide regular, purposeful, and strategic professional staff development on topics that come directly from the needs of students [and] teachers, and that address both the content (curriculum) and the process (pedagogy) of teaching African American children. SR ES #1 embeds social and behavioral strategies into the curriculum that addresses and helps reduce the disproportionate amount of suspensions and expulsions of, especially African American students who have the highest dropout rate of all subgroups.

SR ES#1 focuses on the implementation of best practices; therefore teacher observation for accountability, and program monitoring and evaluation are regular and ongoing. All students are given opportunities to learn another world language

other than Standard English. A Seal of Bi-literacy Certificate has been adopted and will be presented to all students who acquire a fluid conversational second language. Students are engaged in service learning activities that promote cultural and civic responsibility. We provide structured extended day learning activities before, during, and after that link core and supplemental assignments.

e. Community Impact and Involvement:

The community surrounding SR #S #1 is situated in a broader community of Los Angeles, surrounded by a neighborhood park, a library, and police stations. The neighborhood composition is reflective of the student population: 20% African American; 80% Latino; 8.75% Special Ed; 2.5% Gifted & Talented; and 51.75% English Learners. SR ES #1 is a new school and plans to work with the community to establish a school that will build on the social and cultural capital that exists within the community in order to establish a community resource center, build on community strengths, embrace diversity, share accountabilities for results, set high expectations for all, and foster strong partnerships. Parents will collaborate with team members to determine what the instructional program should look like and the appropriate challenging educational experiences that would engage students in learning.

f. Leadership/Governance:

SR ES#1 will be founded on a model of distributive leadership within a system of structures that promote communication, planning, evaluation and accountability. Through the Governance Board, School Site Council, Leadership Team, English Language Learners Advisory Committee, Standard English Learner Advisory Committee, and Compensatory Educational Committee all stakeholders will have an opportunity for active involvement and leadership development. The School Site Council will regularly meet to review categorical and non-categorical expenditures, student performance data, budget expenditure and update Single Plan. The Governance Board will be one of oversight, always being mindful of the school's vision and mission.

g. Fiscal Plan:

SR ES#1 is seeking budgetary flexibility and autonomy for per-pupil budgeting. This autonomy will allow the school to leverage the maximum amount of resources to support the vision and mission of the school in the following ways: 1) additional common planning time for teachers to analyze data, refine instructional practice through lesson study and peer coaching/observation; 2) plan and prepare research projects connected to mathematics, science and technology; 3) plan service learning and project-based learning tasks; 4) reduce the current District teacher-to-student ratio per classroom to further personalize the learning environment and maximize teacher-student contact.

2. CURRICULUM AND INSTRUCTION

We must ensure that culturally and linguistically diverse (CLD) students are provided with a responsive educational environment that takes into consideration their unique characteristics in the designing of instructional programs...”

-- Dr. Mary Bacon

The overarching goal of instruction is to enhance learning for all students by engaging them in differentiated activities that better respond to their particular learning needs, strengths, and preferences. The scope and sequence of the curriculum for the SR ES#1 is aligned with its mission and vision, and the California Content Standards. (See Part 1c for the mission and vision statements). We will adopt a standards-based culturally relevant curricula delivered through a multi-tiered cultural proficient framework that results in students’ access to core content, habits of mind, character development, self-efficacy, and academic success. Differentiated instruction is not a new trend. It is based on the best practices in education and responds to what students already know and what they need to learn. It taps into their best way of learning and allows them to demonstrate what they’ve learned in ways that capitalize on their strengths and interests. Differentiated instruction is rigorous, relevant, flexible and varied, and complex. In some ways, it gives every student the specialized instructional focus that’s long been provided for gifted and special education students through individualized education plans. Differentiated instruction typically involves modifications in one or more of the following areas: content – the “what” of teaching; process – the “how” of teaching; and product – the end results of learning.

In **1d Education Plan**, we wrote about Power Standards. Identifying Power Standards does not relieve teachers of the responsibility for teaching all standards and indicators in the grade level or curricular area they have been assigned to teach. What is necessary is to make two important distinctions: (1) Which standards are critical for student success or what essential understandings and skills do our students need; and (2) Which standards can be clustered or incorporated into others or given less emphasis, taught and assessed as they relate to the concepts and skills within the identified Power Standards? Subsequently, the question that teachers ask at the beginning of each year, “What knowledge and skills must I impart to my students *this* year so that they will enter *next* year’s class with confidence and a readiness for success?” becomes “What do my students need for success in school (this year, next year, and so on), on state tests, and in life?”

Teachers will collaborate regularly in order to make the aforementioned question a more explicit and commonly used criterion for effective selection of the most important standards and indicators from the “nice to know” standards. Such a two-tiered differentiation would yield a focused set of standards and indicators essential for student success. Dr Douglas Reeves (Ainsworth, 2003) suggests that this agreed-upon set of criteria fall into three categories:

1. **Endurance** – will this standard or indicator provide students with knowledge and skills that will be of value beyond a single test date?

2. **Leverage** – will this provide knowledge and skills that will be of value in multiple disciplines?
3. **Readiness for the next level of learning** – will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction?

This process can aid grade-level/content specific teachers in developing weekly performance assessments aligned to the “essential” standards. Data collected from the assessments will in term inform instructional practices.

a. Curriculum Map and Summary

Teachers at SR ES#1 are committed to personalizing instruction to help their students develop personal learning plans, assist in diagnosing their cognitive strengths and weaknesses and other style characteristics, help adapt the learning environment and instruction to learner needs and interest, and mentor authentic and reflective learning experiences for their students. To provide a big picture for each student’s journey through his or her years of learning, SR ES#1 staff will develop personalized curriculum maps that integrate curriculum and assessment for their students. Data from curriculum mapping will be examined both horizontally through the course of any one academic year and vertically over the student’s K-6 experience.

6th graders will receive their instruction within a Personalized Learning Environment that focuses on leadership which will be developed by whole once everyone is on board. Daily advisories and other strong student support structures exist within this structure to equip them with the transitional skills they will need to be successful at the next level of schooling. Action-research based decision-making is used to improve processes and organization at every level from the classroom (Lesson Design Study) to the academies and the entire school (Cycle of Inquiry).

School, family, and community are partnering to create a climate in which student self-efficacy, academic achievement and social responsibility prevail.

- The focus of the Literacy Program is to ensure that all students are able to read, write, and speak fluently, effortlessly, independently, and enthusiastically. (Reading/Language Arts Framework for California Schools, 1999), acquiring the essential knowledge and skills to be mastered in the four Language Arts Domains – Reading, Writing, Written and Oral Language Conventions, and Listening and Speaking.
- The focus of our Math Program will be on ensuring that students become mathematical problem solvers, can communicate mathematically, reason mathematically, make mathematical connections, and represent mathematical ideas.
- At SR ES#1 all students will receive extensive exposure to a comprehensive science curriculum that will allow them to become scientifically literate in today’s ever-expanding scientific world. As endorsed by the National Science Education

Standards and mandated by the California Science Standards, students will be instructed in the Physical, Life and Earth/ Sciences.

- The basic goal of our Social Science program will be to provide students with the foundational knowledge, skills, and attitudes they will need to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. To achieve this our students will need *Knowledge and Cultural Understanding* - incorporating learnings from history and the other humanities, geography, and the social sciences; *Democratic Understanding and Civic Values* - incorporating an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and *Skills Attainment and Social Participation* - including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

The following is a Curriculum Map of SR ES#1's programs that are electives.

**South Region Elementary School #1
Enrichment Curriculum Map**

	Dual Language Program	Visual & Performing Arts	Single Gender Classes	Technology Integration
Objective	Provide students with an educational opportunity to be bilingual and bi-literate by learning from one another in a multi-cultural setting where language diversity is fostered and embraced.	Provide students with an arts education that provides intellectual and experiential learning in all four disciplines: dance, music, theatre, and visual arts.	Provide single gender, specific instruction utilizing the best practices and same high standards in all curricular areas.	Provide students with educational opportunities in language arts, mathematics, social studies and science using digital video, photography and computer generated presentations.
Curriculum Map and Summary	The goals are achieved using a combination of the Open Court Reading (OCR) and Foro Abierto reading programs, <i>(through a culturally responsive lens)</i> currently used throughout the district. To facilitate the comprehensive standards taught in both programs, SR	The visual and performing arts content standards adopted by the State Board of Education will be used as the basis of the Visual and Performing Arts curriculum. The curriculum will be based on the Content standards, California frameworks and CRRE strategies, and will require active learning through the study,	The content standards adopted by the State Board of Education will be used as the basis of these classes. The curriculum will be based on the Content standards, California frameworks and CRRE strategies. A variety of instructional materials and instructional decisions will be	Multiple facets of media and technologies will be used to demonstrate proficiencies in the State Board of Education Standards for Language Arts, Mathematics, and Sciences. The curriculum will be based on the Content Standards California frameworks and CRRE strategies. Students will be

	ES#1 will use the Spanish Dual Language Program (SDLP) Language Arts Instructional Guides K-6 (Reference Appendix SDLP Instructional Guide).	practice, creation, or performance of works of art.	utilized to challenge stereotypes about boys and girls; stereotypes are not reinforced in classroom setting.	instructed to use a hands-on approach with various technologies such as computer, video, photography, and sound recording to teach all students to mastery of all grade level standards.
Track Record of Proposed Curriculum	There has been extensive research by Thomas and Collier (1997 and 2002) that has found that students in the Dual Language Programs scored as high or higher than their English Only counterparts in English reading and English Mathematics. They earned high STA scores, particularly in the verbal section. By the 5 th year in the Dual Language Program, students outperformed all comparison groups and remained high academic achievers throughout their schooling.	<p>The 1995 College Board profile shows that students who studied the arts for more than four years scored significantly higher on the SAT than other students. Verbal scores were 59 points higher and math scores were 44 points higher than students not studying the arts.</p> <p>The visual and performing arts standards reflect and support our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.</p>	<p>The new rationale for single-sex education is based on evidence, particularly with regard to the different developmental trajectories of girls and boys, that a curriculum tailored to the developmental trajectory of girls and boys can break down the gendered cubbyholes that girls/boys are often pushed in to.</p> <p>In June 2005, researchers at Cambridge University found that the single-sex classroom format was remarkably effective at boosting boys' performance particularly in English and foreign languages, as well as improving girls' performance in math and science. (http://www.singlesexschools.org/evidence.html)</p>	The LAUSD Tech Plan 2009 discusses the importance of having students immersed in technologies to stay competitive in the 21 st Century. Results from the Escondido School District "Project Live" program, and "iRead" program, show increases across the curriculum. The District website for Project Live states their programs have created show improvement in the quality of their work, work closer to grade level and who are more engaged in their school work.
Addressing the Needs of All Students	Equal access for our student population in kindergarten	Equal access for our student population in third through sixth grades (ELL, SEL,	Equal access for our student population in third through sixth grades (ELL, SEL,	Equal access for our student population in third through sixth grades (ELL, SEL,

	through sixth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).	students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).	students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).	students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).
Accelerated Learning	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>

(See **APPENDIX B: Curriculum Map** for Enrichment for larger version)

b. Track Record of Proposed Curriculum

SR ES#1 is a new school and has yet to establish a track record for the proposed curriculum; however, the curriculum is based upon the California State Standards adopted by the California Board of Education in 2000. A numerous education researchers (M. Pressley, 2002; C. Weaver, 1998; Hoffman et al, 1998; Jones, Rasmussen and Moffit, 1997; Pressley, Rankin, Yokoi, 1996; Allington, Guice, Michelson, Baker and Li, 1996) have researched and proven the success of a balanced approach to literacy. According to the New American Schools Development Corp (1997), and RAND Corporation (1999), thematic, project-based learning has increased student achievement scores, student problem solving capabilities, and student motivation.

c. Addressing the Needs of All Students

All teachers will provide differentiated, culturally relevant and linguistically responsive instruction across the three RtI² tiers that are aligned to grade-level content standards. In order to differentiate instruction to address and meet the needs of all students, teachers will regularly: develop challenging and engaging tasks for each learner; develop instructional activities based on essential topics and concepts, create significant processes and skills, and use multiple ways to display learning; provide flexible approaches to content, instruction, and products; provide opportunities for students to work in varied instructional formats; respond to students' readiness, instructional needs, interests, and learning preferences; meet curriculum standards and requirements for each learner; and establish learner-responsive teacher-facilitated classrooms.

d. Accelerated Learning

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

e. Instructional Strategies

For many teachers, their biggest challenge is attempting to respond to an increasingly broad spectrum of student needs, backgrounds, and learning styles. A strategy that's easy for one teacher to use may be burdensome for another. At the same time, the way one differentiates instruction for this year's group of students may differ from what works next year. Differentiating instruction allows teachers to change the pace, level, or kind of instruction they provide in response to individual learners' needs, styles, or interests. The research affirms that Standard English Learners (SELs), English Learners (ELs), Students with Disabilities (SWDs), and gifted students will benefit from the integration of such instructional strategies. Teachers at SR ES#1 will employ a cross-curricular approach of integrating thematic units so that students are engaged in all subjects through real-life application. Teachers will receive continued professional development in the six core instructional access strategies:

1. **Cooperative and Communal Learning Environments** – supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal.

Teachers establish the concept of the ‘*classroom as a family*’ structure and build on this in ways that affirm high achievement and academic success. In response, *students* interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, problem-solve and negotiate meaning as they support and assist one another to accomplish learning goals.

2. **Instructional Conversations** – discussion-based lessons carried out with the assistance of more competent other who helps students arrive at a deeper understanding of academic content.

Teachers promote student-centered, higher-order thinking and learning weaving together students’ prior knowledge with background information to build deeper understanding of text and academic content; elicit student input and co-constructs knowledge through interactive discussion. In response, *students* engage in classroom discussions to advance deeper understanding and authentic application of academic concepts, and use of text features, citations, and reasoning to construct and support an argument or position.

3. **Academic Language Development** – the teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse.

Teachers develop students’ awareness of the language requirements appropriate for different situations, provide explicit instruction, and model appropriate use of academic language. In response, *students* demonstrate an awareness of the language requirements appropriate for different situations, and communicate ideas effectively using academic language on a daily basis in a variety of formats for all language domains.

4. **Advanced Graphic Organizers** – visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking processes.

Teachers plan the strategic use of visual tools and graphic organizers to facilitate learning, and promote student use to enhance and clarify their thinking and demonstrate their understanding of academic content. In response, *students* use visual tools and graphic organizers to enhance and clarify their thinking and apply understanding of academic concepts to construct meaning, show relationships, and organize ideas.

5. **Making Cultural Connections** – connecting instruction to students’ lives to increase motivation, engagement, and learning.

Teachers provide opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge. In response, *students* utilize culturally relevant

literature and materials in Listening and MELD Centers, and participate daily in authentic learning experiences given application to content.

6. **Contrastive Analyses** – systematic study of a pair of languages with a view to identifying their structural differences and similarities; promotes the acquisition of academic language.

Teachers demonstrate knowledge and awareness of the structure of Non-standard languages and uses literature & samples of students’ oral/written language to engage in contrastive analysis. In response, *students* use the revision phase of the “Writing Process” to edit written work for Standard English structure. They are able to articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts.

(See **Appendix C: Classroom Observables** for full list of indicators)

In conjunction with the key instructional access strategies, culturally contextualized teaching methods will be used in daily planning throughout the curriculum and MELD and ELD instructional time.

(See **Appendix D: Criteria for Lesson Development**)

3. SCHOOL CULTURE AND CLIMATE

“Life has two rules: Number one, never quit! Number two, always remember rule number one.”
– Duke Ellington

Our school culture will be characterized by professional collaboration among all adults in the school, where reflective practice and ongoing feedback are built into school wide systems, practices and structures to be accomplished through common planning time within and across grade-levels. A culturally supportive learning environment creates a culture of self-efficacy, fosters a positive school climate, improves educational outcomes for all, and is conducive to accelerated learning for Standard English Learners, English Learners, and students with disabilities. Students will customarily rise to the expectations of their teacher (Burden, 2000). Therefore, “A teacher must exhibit positive expectations toward students because the research shows that whatever the teacher expects from the student is exactly what the student will produce”, Wong & Wong, 1998. The socio-emotional mood created by teachers with low expectations can result in the instructional climate being perceived by students as uncaring and unsupportive; students being less motivated to participate in instructional activities; and students limited participation which will negatively impact their achievement.

a. Description of Culture

Our school climate is safe and clean, and ensures that all students have positive learning experiences. Teachers are culturally relevant and linguistically responsive to their needs, maintain high expectations for learning of rigorous content, draw on their previous knowledge through differentiated instruction, and address varied learning styles by giving them multiple opportunities to learn and demonstrate their learning. Teachers possess the ability to change the bureaucratic processes of the institutions where they teach. For example, fighting is often grounds for suspension or even expulsion, particularly for minority males. Teachers at SR ES#1 help prevent these outcomes by creating a climate of civility in the classroom and establishing a daily routine that includes character development. They think beyond aggressive responses to a problem-solving approach because they are aware that student behavior often reflects the norms of society. By creating a cooperative and communal learning classroom environment our teachers counteract the transitions that derail many students and promote dropping out and minimize the critical transitions from elementary to middle to high school (Alspaugh, 1998; Howley, 2002; Seidman, et al., 1994; Wren, 2003).

b. College and Career Readiness

Although there will be evidence of college and career expectations throughout the campus and in every room, 6th graders will intentionally be engaged in instructional conversation and inquiry and future plans and goal setting. Students will participate in a variety of college bound and career ready activities throughout the year. They will have opportunities to visit colleges and experience the college culture. The school partnerships, USC and Inner City Arts will provide speakers for parents, students and staff about how to motivate students to go to college.

c. School Calendar/Schedule:

SR ES#1 will follow the traditional LAUSD calendar of 180 days, with the same breaks and holidays. However, the school day will extend from 7:30 a.m. to 3:00 p.m. We will provide a minimum of 64,800 minutes of instructional time to all students. Students will be able to come to school two hours before the instructional day begins through Beyond the Bell's "READY, SET, GO!" This program is intended to meet the academic and supervision needs of our elementary children during the critical period before school begins.

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

The upper grade academies consist of 3rd to 6th grade, each having a common curricular focus but also a distinct theme that is taught throughout. In collaboration with community organizations, students will receive at least one hour of instruction in a second-language, visual and performing arts, multi-media technology, civic responsibility, and music. Students who are performing below grade level will receive intervention support during the last block of the day. The teacher-student ratio throughout the campus will not exceed 20 to 1.

PROGRAMS				
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Dual Language	Single Gender Classes		Visual & Performing Arts	Multi-Media Technology
K				
1				
2	Boys	Girls		
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6

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

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

(Pre-K to 2nd Grade) Daily Schedule (Tuesdays Only)

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

(3rd – 6th Grade) Daily Schedule (Mon., Wed., Thurs., Fri.)

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

(3rd – 6th Grade) Daily Schedule (Tuesdays Only)

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

d. Extracurricular Activities: Youth Services and Los Angeles (LA) Best program will be provided for student’s daily after-school, from approximately 2:30-6:00 p.m. The Youth services program will provide one hour of homework support, team sports, and the Arts such as, dance, music, theatre, and drill team. The students will learn social and team work skills through team sports. The LA Best program will provide one hour of tutoring for “at risk” focus students, homework support, nutrition facts, readers theatre, science club with experiments, mathematics with emphasis on algebra, writers club and team sports. On banked days, counselors will provide students with counseling to address their emotional and/or social problems, and teacher assistants will provide “at risk” students with intervention.

e. Safe and Respectful Campus:

Student will be taught how to self-regulate their own behavior and monitor their progress with the use of behavior contracts. Parents and community volunteers will participate in the schools valet program, before school and after school, to maintain school safety. Administrators and the supervision staff will supervise students in the morning, during recess and lunch, and at dismissal.

Administrators, teachers, staff, family, community, and students will partner to ensure a safe and respectful campus in multiple ways. Our students come to us with social and emotional needs that if left ignored, can interfere with their academic

achievement. We have developed a Positive Behavior Support Plan that follows research based BEST practices developed at the University of Oregon and the National Center on Positive Behavior Intervention and Supports (www.pbis.org) This environment will be further personalized through each specific academy and program that will enable adults to know individual students well.

f. Health Mandates:

A full time nurse will be available to provide health care to all students, including the chronically ill who have IEP's, and/or 504 plans. The Principal and/or Assistant Principal of Special Education (APEIS) will review any IEP's and 504 plans with the teachers to inform them of the student needs. The school staff will be trained on how to respond to chronically ill students and to provide adequate support for students that need extra assistance with emotional behavior. The Resource Coordinator will provide additional health services to the students and their families. In addition, referrals can be made for additional support to the Community Outreach Team.

- g. Nutritional Needs:** The school cafeteria staff will provide a daily healthy breakfast and lunch to all students. During the after school program, LA Best and Youth Services will provide a healthy snack to students. The Resource Coordinator and school nurse will provide grade level assemblies on healthy eating habits and exercise

4. ASSESSMENTS AND SCHOOL DATA

a. Educational Goals and Metrics

South Region Elementary School #1 is a new school built to relieve the overcrowdedness at four other elementary schools. The data that follows is a compilation of those schools; however, we anticipate the same percentage of each category to enroll at SR ES#1 (See Demographic Table for 1b Student Population).

We understand that the intent of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards. The Single Plan is based upon an analysis of state and school data. Once the administrative team, teaching staff, students, parent representatives, and community stakeholders are in place, work will begin to develop and complete the Single Plan for Student Achievement Accountability Matrix. The staff will use the RtI² Problem-Solving Process to identify areas of concern as related to meeting and/or exceeding established LAUSD targets in ELA and Math. The School Site Council will take the lead on this with advice from the English Learners Advisory Council (ELAC), the Standard English Learners Advisory Council (SELAC), and the Compensatory Education Advisory Council (CEAC).

School Data Metrics

School Data for Elementary Schools South Region Elementary School #1 Will Relieve

2008-2009	75th St ES	75th St ES	93rd St ES	93rd St ES	Manchester ES	Manchester ES	South Park ES	South Park ES
	AA	H	AA	H	AA	H	AA	H
CST (API)	593	687	653	773	662	703	718	780
Attendance	95.79	95.79	95.74	95.74	95.85	95.85	95.37	95.37
Suspensions	11	1	2	2	13	4	7	2

CST Data:

ELA

Math

	% Proficient & Advanced 2008-2009				% Proficient & Advanced 2008-2009			
	75th St ES	93rd St ES	Manchest er ES	South Park ES	75th St ES	93rd St ES	Mancheste r ES	South Park ES
All Students	25.5	37.1	26.3	46.6	38.9	57.6	46.5	57.8
African American	23.4	25.6	20.2	44.8	23.4	34.1	31.5	40.2
Hispanic	25.8	40.8	27.9	46.8	41.6	64.7	50.6	61.3
White	0	0	0	0	0	0	0	0
Socio-Econ Disadv	25.6	37.1	26.3	46.6	38.9	57.7	46.5	57.8
English Learner	14.3	27.0	13.8	28.7	30.4	54.0	38.0	47.9
SWD	1.8	5.3	8.5	11.8	1.8	12.3	14.9	9.1

The Educational Goals

<p>2009-10 Goals</p>	<p>Long Range Goal: Provide effective instruction to ensure 80-85% SELs and ELs score proficient in ELA and Math.</p> <p>Objective 1: Continue to meet or exceed ELD targets as measured by the CELDT.</p> <p>Objective 2: Increase the percentage of students who are proficient or above on the CST in ELA by 6 percentage point and Math by 5 percentage points</p> <p>Objective 3: Increase reclassification rates by 3%.</p> <p>Objective 4: Provide intervention services for ELs scoring Proficient on the CELDT; Below Basic and Far Below Basic on the CST</p> <p>Objective 5: Provide intervention services for SELs scoring Below Basic and Far Below Basic on the CST</p> <p>Objective 6: Systematic implementation of Culturally Relevant and Responsive Education (CRRE) and instructional practices.</p> <p>Objective 7: Reduces the disproportionate rate of African American students in special education and who receive discipline referrals by 12%</p> <p>Objective 8: Increase the number of African Americans and Latinos identified as GATE</p>
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b. Student Assessment Plan

SR ES#1 will use multiple forms of assessment to determine student progress in meeting state standards in Language Arts, Mathematics, Social Studies and Science. Data from the assessments will be used to modify curriculum and drive instructional practices. An on-going assessment plan has been designed to identify students' needs, monitor progress, and intervene early so that all students can be given the necessary supports to achieve grade level standards. Administrators, teachers, students, and faculty will be responsible for each student's success.

c. Data Team and Instructional Team

SR ES# 1 administrators, teachers, and counselors will review results of formative and summative assessments on an ongoing basis to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components. Classroom teachers will be given time weekly to analyze data and create SMART goals based on areas of assessment that indicate student need. Administration will review the data to support classroom teachers as needed.

d. Data Systems

SR ES# 1 will participate in the Los Angeles Unified School District Report Card program. The administrators will be responsible for completing all reports and disseminating stakeholder group satisfaction surveys for the Report card. Administrators at the school will be responsible for administering all school-designed surveys to staff, parents, and students to measure their satisfaction with the school’s academic policies and programs, culture, environment, and safety.

e. LAUSD Report Card

Performance-driven systems rely on a systemic approach to making continuous improvement to instruction to ensure that all students are learning and progressing in master of grade level content standards. The focus of continuous improvement in instruction requires that SR ES#1 will have in place systems to engage teachers, administrators, and the data and instructional teams in a continuous cycle herby performance data are frequently gathered, shared, analyzed, and used to inform what it taught to students can be differentiated. The data and instructional teams build a foundation of effective data use to improve decision-making, instruction, and student learning outcomes.

f. Research and Evaluation

SR ES#1 agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations to capture, learn, and replicate best practices. This may include survey or interviews with teachers and parents to understand factors associated with student performance.

g. Operational Goals and Metrics: Sankofa Alliance is an internal applicant; subsequently, is exempt from this section.

5. PROFESSIONAL DEVELOPMENT PROGRAM

“A child cannot be taught by anyone whose demand, essentially, is that the child repudiate his experience and all that gives him sustenance...”

-- Baldwin, 1997

The research suggests that cultural variables are powerful, yet often overlooked, factors that explain school failure of diverse students. It also affirms that culture, teaching, and learning are interconnected and that there is a direct link between student achievement and the extent to which teaching employs the cultural referents of students (Gay, 2000). The Los Angeles Unified school district serves over 800,000 students from diverse cultural and linguistic backgrounds. As an institution we acknowledge that cultural diversity is an important force in the lives of teachers, administrators, and students that impacts how we think, learn, speak, and perceive our world. When the culture of school and different ethnic groups are not compatible, we are obligated to improve the congruence between how the educational process is ordered and delivered in order to promote, for all students, access to rigorous standards-based curricula. As a school, dedicated to helping students reach their fullest potential, SR ES#1 avows acceptance,

affirmation, and accommodation of diversity through culturally responsive pedagogy in order to remove barriers to student learning. Thusly, SR ES#1 has developed a comprehensive professional development plan in order to eliminate the disparities in educational outcomes for underachieving subgroups and assure these students equity in accessing rigorous standards-based, college preparatory and career ready curricula.

a. Professional Development (PD)

Our Professional Development Plan for the 2010-2011 school is in response the **District’s Action Plan for Closing the Achievement Gap, Tenet 3: Professional development for teachers and administrators responsible for the education of African Americans, Latinos, and other underachieving students.**

STRATEGIE #1

Develop and implement professional development for all stakeholders (principals, teachers, counselors, AP’s, etc.) to increase knowledge and understanding of *Culturally Relevant and Responsive Pedagogy* that considers the learning styles and strengths, language and experiences of underperforming students and how to embed this pedagogy into a rigorous instructional program

RATIONALE:

Irvine & Armento (2001) affirm that cultural variables are powerful, yet often overlooked, factors that explain school failure in diverse students and suggest that conventional approaches to improving the academic achievement of students of color have not been successful in large part because they are grounded in deficit orientations that focus on what students don’t have or can’t do. African American, Native American, Hispanic and other non-mainstream students often bring to the school setting a distinctive set of cultural values, beliefs, and norms that are incongruent with the middle class cultural norms and behaviors of schools. The result is a lack of cultural synchronization between the student and school. Students with disabilities also suffer from similar consequences resulting from perceptions that the student doesn’t fit within the school’s culture. When there is a cultural mismatch, the research suggests that the school setting becomes hostile, and miscommunication, confrontations between the student, the teacher, and the home, alienation, diminished self-esteem, and eventual school failure frequently occur.

STRATEGIE #2

Design and implement professional development that addresses best practices for raising the level of English Language Arts and Math proficiency for African-American and Latino students. This includes GSAT (Grade Level Student Achievement Teams), CRRP (Culturally Relevant and Responsive Pedagogy) and the six key access strategies outlined in 2.e of this proposal.

RATIONALE: Collaboration among peers is the most effective way to produce positive results. Through team collaboration, teachers can engage in critical inquiry

that would allow for deeper understanding and implementation of the material learned. Collaborative teams will allow for greater support, as well as, opportunities for effective and consistent instructional planning throughout schools. It is a powerful tool that can be used not only for building common instructional practices school-wide, but will provide opportunities for gathering assessment data to drive instruction and intervention.

Grade-level Student Achievement Teams are critical inquiry groups that engage teachers in an exciting, critical, and dynamic collaborative learning process. As researchers and “critical friends” who facilitate the process of saturating effective and consistent instruction throughout the school, these GSAT teachers, along with administrators and out-of-classroom personnel meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for their particular grade level, content area, and where applicable, interdisciplinary teams; examine student work; and analyze assessment data to modify instruction. Administrators, support staff and GSAT members from each grade and each department attend monthly comprehensive culturally responsive professional development sessions facilitated by Central Office staff from the Academic English Mastery/Standard English Learner Programs.

STRATEGY #3

Teacher Expectations: Transformative teachers consistently maintain positive expectations for the success of all students. Far too many teachers operate from a deficit mind-set when interacting with children, especially SELs, whose behavior does not align with their mono-ethnic expectations.

RATIONAL:

When students are majority low income and African American, teachers hold more deficit-oriented beliefs about them (Diamond, Randolph, & Spillane, 2004), which can adversely impact student achievement. To deconstruct these deficit beliefs, attitudes, and expectations, teachers are trained in a time-tested program called TESA (Teacher Expectations and Student Achievement), which delineates 15 interactions that teachers can practice to communicate the highest of expectations to their students. These interactions include who the teacher calls on to respond to questions or to participate in class, how much waiting time is allowed from the time a question is asked until an answer is expected, whether the teacher delves or assists students in coming up with the correct answer, where the teacher stands in the room, how courteous the teacher is, and how much personal interest the teacher takes in each student.

More than 40 years of research show that when these 15 interactions are practiced with every student, amazing results follow. Academic achievement is increased for all students, absenteeism is reduced, and behavior concerns diminish. The teacher’s highest expectations of every child equips him or her with the confidence, skills, and abilities to be successful at whatever he or she undertakes.

STRATEGY #4

Classroom Management: Transformative teachers are extremely effective at classroom management. In order to be successful with students who are challenging, teachers must understand what is happening in their lives and reasons behind why they act as they do (Kottler, 2002).

RATIONAL:

Too often when students refuse to complete assigned tasks, disrupt class, or are disrespectful to the teacher and others, teachers may be tempted to treat the symptoms with the harshest of penalties. While there certainly should be consequences for misbehavior, effective classroom managers look beyond the symptoms to find the causes of the disruptions. There appear to be four major reasons for student misbehavior: desire for attention, desire for control, boredom, and feelings of inadequacy. Effective classroom management occurs when teachers learn to first recognize the primary reason for the behavior, and then look beyond the symptoms of the misbehavior and discover the causes. Students who need attention are often either kinesthetic or visual learners who do not learn best when the instruction is predominantly auditory (Tileston, 2004).

When teachers understand and address these needs, they provide students with the best opportunities to make meaningful changes in behavior. They also understand the power of music on the brain and three major concepts: (1) there tends to be a correlation between a person's ability to solve problems, particularly in mathematics, and his or her ability to play a musical instrument (College Board, 2000; Covino, 2002); (2) music helps you remember (Feinstein, 2004; Jensen, 2001; Sprenger, 1999; Webb & Webb, 1990); and (3) music calms students down and gets their brains in a state for learning (Erlauer, 2003; Sousa, 2001). Music enables students to make personal connections with the content because it causes them to express emotions ranging from love, triumph, and hope to despair, anxiety, and fear (Feinstein, 2004). Teachers [are encouraged to] play music when they are not lecturing because background noise keeps students from feeling the need to create it themselves by talking (Crawford, 2004).

STRATEGY 5:

MELD Lesson Planning: Transformative teachers are capable of designing culturally relevant and linguistically responsive lessons so that students master content.

RATIONAL:

Students master content when it is culturally relevant to them. During the Summer Instructional Institute, teachers receive training in use of the Mainstream English Language Development/MELD Instructional Guide and opportunities to apply the six key instructional access strategies that accelerate the learning for Standard English

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

b. Teacher Orientation

Research shows that student success is correlated with early, consistent experiences with highly qualified teachers (Haycock, 2002). Subsequently, at the heart of teacher orientation at SR ES#1 is intensive support that provides them with opportunities to learn and develop professionally in and beyond the classroom door. New teachers to the District will not only be supported and encouraged through the Beginning Teacher Support and Assessment (BSTA) program, but will also be assigned an experienced on-site teacher mentor to assist and guide but not evaluate them. Mentors are selected based on specific qualifications, including but not limited to teaching ability and are provided with specific training for their role. Listening skills and the ability to empathize with new teachers are only two of the many other necessary qualifications. Mentors establish relationships with their mentees based on trust and respect. This “in-house” mentoring program will be evaluated and refined on an ongoing basis.

Teacher teams are regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies, that align with the vision, mission, and educational philosophy of the school, for improving student mastery of the skills and content required for matriculation. These teachers share their findings during professional development days with the rest of their GSAT members and/or interdisciplinary groups. The emphasis of these professional development activities is on increasing teachers’ knowledge of culturally responsive instructional pedagogy and methodologies that the research has shown to contribute to positive academic outcomes in Standard English Learners (SEs).

c. PD Calendar

Teachers will have daily planning time from 7:30-8:00 am, which will be used for individual teacher preparation with the flexibility for grade-level or academy emergency meetings Tuesdays meetings (2:00-4:00 pm) will rotate between GSAT, Academy Teams, and Grade Level teams, as described above, for building instructional capacity. Monthly Minimum days will be used for whole-staff operational and content meetings. All new and returning teachers will also attend the AEMP/Standard English Learners’ five-day Summer Instructional Institute in which they will identify the power standards for each grade and for each subject and develop culturally relevant “big picture” themes to guide their practice for the school year. As part of our school’s “Closing the Achievement Gap Plan” referenced in the District’s fall Bulletin 3833.3 and spring Bulletin 4064.2, teachers will attend a three-day fall Educational Seminar focused on cultural and linguistic responsiveness, and monthly after-school meetings focused on culturally responsive pedagogy and Mainstream

English Language Development (MELD). All administrators and counselors will attend a monthly professional development focused on building their instructional leadership and cultural proficiency capacity. Both administrators and teachers will be held accountable for implementation and monitoring of student progress, timely and appropriate intervention.

d. Program Evaluation

Superintendent Cortines recently released a statement regarding a new policy intended to accelerate accountability by improving instructional programs, eliminating mediocrity and poor performance in the classroom, and strengthening the teacher-evaluation process to hold principals directly accountable for the performance of their faculty. Mr. Cortines stated, “Principals will be held accountable for collecting and analyzing data to determine who is doing a good job, and more importantly, who is not.” In response to this charge by the Superintendent, SR ES#1’s plan is to be strategic in guiding, training, and equipping our teachers, administrators, and those who provide support services to consistently achieve high quality levels of instruction and learning.

SR ES#1 will enter into a professional service agreement with Teachscape, a technology-driven observation tool that will assist administrators in collecting data and identifying effective as well as ineffective levels of classroom instruction. Teachscape empowers instructional leaders to become more proficient at understanding, promoting, leading, supporting, and sustaining effective teaching practices among their teachers. Administrators can provide meaningful feedback and direction to teachers that can have a profound affect on the learning that occurs in each classroom. Data gathered from the use of Teachscape will be used to both deepen content knowledge and build specific skills to improve teacher practice. The classroom walkthrough-approach to collecting classroom observation data is a quick yet effective way to help administrators identify best practices that can be incorporated into daily instruction and improve student achievement. The data collected from walkthroughs using Teachscape can also aid in 1) ongoing planning, systematic monitoring, evaluating and reporting of the academic achievement of Standard English Learners; 2) the selection of school or district improvement goals and provide focus for professional development to address the needs of our teachers; 3) the design and evaluation of staff development efforts, both for formative and summative purposes; and 4) the impact of professional development on teacher practice and student learning.

Another tool SR ES#1 will use to collect data is the *CRRE Quality Indicator Observation Matrix*. This tool is aligned to the Stull and will be used in greater depth than Teachscape in ensuring access to core for all students.

(See **Appendix E: CRRE Quality Indicators**)

6. PROFESSIONAL CULTURE

Professional culture describes the psychology; attitudes, experiences, beliefs, and values (personal and cultural values) of an organization that control the way members interact with each other and with stakeholders outside the organization.

a. Professional Culture:

To ensure that the vision, mission, and philosophy of SR ES#1 becomes embedded into the fabric of our school culture, we will create a culture of collaboration through our GSAT professional learning communities. The professional development will intentionally address the attitudes, beliefs, and perceptions of our staff in order to eliminate any deficit thinking concerning the population of students and the community that we serve. Instructional leaders and all other educators involved in the academic success of our students will not only have the tools and the belief system that will enable them to work effectively with Standard English Learners and all underachieving students and their families, they will have the will to do so.

b. Evaluation – See 5d

Teachers will be evaluated by administration with the traditional Stull process that has been aligned with the Culturally Relevant & Responsive Education (CRRE) Quality Indicators, and through the use of professional portfolios. Teachers will be formally evaluated by administration twice a year, once in the fall and once in the spring. Additionally, teachers will be required to create and maintain professional portfolios that document their professional growth plan, instructional activities, student work analysis, and academic progress of English Learners, Standard English Learners, and special needs students. These portfolios will be included as part of the spring evaluation process.

c. Feedback

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

7. SERVING SPECIALIZED POPULATIONS

When it comes to teaching and learning, one size doesn't fit all. Different students have different backgrounds, strengths, limitations, interests, styles, preferences, and needs. Some learn easily, while others struggle for multiple reasons. Disproportionate representation of students who are culturally and linguistically diverse occurs in a spectrum of programs from under-representation in gifted programs, lowered graduation rates, achievement gaps in core content areas, and compromised post-secondary outcomes to heightened risk for identification and placement in special education. To ensure equity and access to core curriculum, SR ES#1 will address institutional and systems issues that may impact students from culturally and

linguistically diverse populations who continue to experience a wide variety of achievement gaps. Staff and administration will do a self-study to examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality. The tool that we will use addresses four standards (See **Appendix F: CRRE District Rubric**, pg. 12):

- **CORE FUNCTIONS:** Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.
- **INSTRUCTIONAL SERVICES:** Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners
- **INDIVIDUALIZED EDUCATION:** Children with disabilities along with their general education peers are ensured access to, participation in, and progress in the general curriculum.
- **ACCOUNTABILITY:** Student Performance on state and district assessment is analyzed and used to guide instruction and school improvement.

a. Specialized Instruction

i. Special Education

Learning supports are an essential facet of any district's school improvement plan and as such must complement, overlap, and fully integrate with the District's instructional program.

ii. Students with Disabilities

Students with Disabilities at South Region Elementary School #1 will receive educational serves in the least restrictive environment. To the greatest extent possible, Students with Disabilities will be educated with their general education peers with all supports and services appropriate to the fullest extent possible ensuring students receive educational benefit. Placement in a more restrictive environment is provided only when the needs of the student cannot be met in the general education setting. All school staff will be trained to support students in the least restrictive environment. SR ES1 will provide a full continuum of placement options to meet individual student needs, while keeping students at their school of residence.

iii. Extended School Year (ESY)

The ESY programs will be District-mandated, research-based to reduce the risk of regression during the summer break, and to maintain what the students have previously learned. Extended School Year is provided to students based on the following criteria: 1) Regression over time for being out of school, i.e. vacation during the school year; 2) Inability to relearn material not retained over a period of time; 3) Severity of disabling condition; 4) Areas of learning critical to maintaining IEP goals; and 5) Regression caused by interruption in educational programming or placement.

iv. English Language Learners and Standard English Learners

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

All teachers at SR ES#1 will be trained as Grade-level Student Achievement Team (GSAT) teacher-facilitators in order to effectively work with and meet the needs of **Standard English Learners (SELs)**. These students are generally classified as “English Only” because their home language incorporates English vocabulary though it also embodies phonology, grammar, and sentence structure rules transitioned from indigenous languages other than English including African languages, Native American languages, Hawaiian languages and Latin American Spanish. The District’s Academic English Mastery Program provides on-going, monthly comprehensive professional development for all teachers, administrators, and paraeducators to build knowledge on establishing Culturally Relevant and Linguistically and Responsive classrooms and school learning environments.

These professional developments promote a belief of validating and affirming the histories and cultures, home languages, and preferred learning styles and strengths of SELs and how to build on these cultural assets to scaffold student mastery of Standard Academic English in reading, and oral and written forms to bridge their access to rigorous core instruction. Implementing instructional strategies in the classroom that empower Standard English Learners’ access to the core curriculum requires the implementation of instructional strategies that facilitate language, literacy, and learning in non-traditional ways. These instructional practices and methodologies represent what is referred to as Mainstream English Language Development (MELD) and is assessed through use of the MELD Portfolios. MELD instruction utilizes SDAIE methodologies to support the acquisition of school language and literacy, contrastive analysis instruction, employs a balanced literacy approach, and incorporates culturally authentic literature. Taken collectively, these approaches provide the type of educational support outlined in the **District’s Action Plan for Closing the Achievement Gap, Tenet 1: Students Opportunity to Learn.**

b. At-Risk Students

School failure among African American males is a complex issue. Many often “drop-in” by 4th grade, and “dropout” before completing their 9th grade year, not because of learning problems, but because of the consequences of behavior problems. For many African American students, school represents an institution where unequal opportunity prevails.

Teachers will only work effectively with African American and other students of color if the teachers enter service with a “school improvement” mentality. Too many teachers enter the profession with the belief that all that is required is a love for their subject matter, and the ability to transfer this enthusiasm to their students. Teachers who serve at urban schools must be prepared to deal with the problems of the inner city. Teachers in urban schools must also be concerned with school climate and culture. They must be willing to collaborate with their colleagues, and to assume a leadership role where necessary. Teachers are the professionals who work closest to students and are thus more aware of their needs. Teachers at SR ES#1 will be trained to recognize the barriers and empowered to facilitate necessary change.

At-Risk Students will be defined using the MyData System. Identifiable indicators are students who are not attaining benchmark proficiency on periodic, formative or summative assessments; not successful with socialization, behavioral or organizational skills; socio-economic status; transiency and poor attendance; not meeting benchmarks for proficiency to promote from one grade to next; and below grade level proficiency in literacy and/or mathematics. The protocol for student identification of services will be determined by a Committee made up of a cross-section of GSAT members who will be responsible for reviewing student data to determine needs and monitor proactive strategies to support the students. Parent, staff, teachers and community members can refer a student for review. Administrators, support service providers, community school partners, and parents will be invited to examine individual student needs (names will be kept anonymous) and data to determine appropriate services for the family and student including health and human services, nutrition, instructional interventions, and community school supports.

School-wide and classroom positive behavior systems are in place to promote positive student behavior and foster a nurturing and inclusive school culture. Teachers will explicitly teach positive replacement behaviors and social skills, implement a systematic and consistent process for addressing behavior issues that consider the classroom and school environment, the level and intensity of instruction, and the curriculum that may impede students from accessing the core.

Living Advantage Inc., a non-profit organization, will provide resources and services to system-involved **youth in foster care, probation, etc.** Living Advantage will:

- Incorporate a database that will be secure, yet accessible to gather and hold data for system-involved youth. Living Advantage has named this service the *Virtual Assistant Living and Educational Program (VALE Program)*.

- We will provide limited case management and work with youth and their parents/caregivers to assist them in obtaining their vital life documents (i.e. - birth certificates, report cards, social security cards, etc.)
- Working with our partner, USC- Marshall School of Business and others, we will assess and identify the needs of these youth and match them with services and resources to support them.
- We will regularly monitor, support, reassess (if necessary) and **follow up, follow up, follow up** to ensure these youth are given the proper tools needed for success.
- E-educational/alternative learning

8. FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

a. Identification

The school will be located in the center of low-rent high-density apartments at 8919 S. Main, a predominantly Latino and African American urban area of Los Angeles. SR ES#1's projected population percentage from the four overcrowded elementary schools – 75th St., 93rd St., Manchester, and South Park – is 20% African American; 80% Latino; 8.75% Special Ed; 2.5% Gifted & Talented; 51.75% English Learners; and 7.5% Reclassified as Fluent. It is expected that 94% will fall into the category of Economically Disadvantaged/Title I. No data was available concerning % of English Proficiency.

b. Family and Community Engagement

Students and families are demanding high quality schools. This does not mean throwing out models that are working or improving, but rather, taking what is working and tailoring it to needs of the communities that surround SR ES#1.

Parents-As-Partners acknowledges parents as a vital link in the school community and empowers them to play a key role in the education of our students. **Tenet IV of the Los Angeles Unified School District's Action Plan for a Culturally Relevant Education that Benefits African American Students and All Other Students** calls for substantive engagement and involvement of African American, Latino, and other parents, foster care guardians, in the education of their children. SR ES#1 will expand its **Parent Information Center (PIC)** to provide a comfortable space for parents when they visit the school, to give information about the school's academic and support services offered in house and in the community. PIC is operated parent representatives who attend bi-monthly workshops on student advocacy, leadership, homework assistance, and nutrition. These workshops are sponsored by the Academic English Mastery Program (AEMP) and facilitated by a trained Standard English Learner (SEL) Specialist. The parent representatives will be responsible for bringing back information and materials to conduct workshops for other parents and community members, and to set up and maintain culturally relevant artifacts and realia in the Center.

The **PIC** welcomes parents to work together to improve the school and to enhance student learning and development at school and at home. Language translators are available to assist families as needed. Parent and community volunteers will be recruited to help out in the school to provide clerical and educational support such as: cutting, stapling, duplicating, covering books, helping out in the cafeteria, yard, restrooms, hallways, office, to work special events and/or on a regular basis to tutor and mentor, etc. Parents will also be involved, individually and collectively, in making decisions about the goals and standards for their children and their schools, and in the developing of parent leaders and representatives. To ensure frequent and ongoing engagement of parents, SR ES#1 will establish a school Community Outreach team consisting of the Principal, Parent Center Representatives, a Community Representative, PSA Counselor, Counselor, School Psychologist, Nurse, and Coordinators. They will maintain on-going communication and coordinate services within the community to meet the unique needs and interest of the community we serve.

SR ES#1's vision for engaging itself as a pillar within the community is to provide services in whatever capacity possible to the parents, community, and students that meet their diverse emotional and academic needs. Specific strategies to get parents and community members involved in the decision-making process are outlined in the framework of our Family and Community Engagement Plan.

c. Key Community Partnerships

Lula Washington Dance Theatre provides dance instruction, consultation and performance opportunities for students of all ages.

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

Inner-City Arts invests in the youth of Los Angeles by providing access to the arts and creating a bridge between the studio and the classroom. Inner-City Arts' beautiful, award-winning campus—a safe and tranquil environment designed to fuel the dreams of children, especially those living in poverty who may believe dreams are for other children—is a source of inspiration to all who visit.

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

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

Baldwin Village Community in Action is a community-based organization that that offers project-funding opportunities.

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

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

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

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

9. SCHOOL GOVERNANCE

Our proposal will adhere to Article XXVII Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, we will follow the Education Code regarding the formation and operation of the School Site Council.

a. School and Advisory Organizational Charts:

- **Governing Board** – The Governing Board will be composed of elected members of the School Site Council, the principal, and other members as outlined in the Governing Board Bylaws who will meet monthly. The role of the governing board is one of oversight and setting & maintaining the school’s mission & vision. The School Site Council (leadership team) will be a collaborative force made up of 50% parents, and 50% staff including the principal, majority of classroom teachers and other staff, such as classified personnel, administrative personnel, certificated support staff and itinerant staff. The School Site Council will reflect the school community, including all socioeconomic, ethnic and racial groups. It will be a decision-making council with a focus on improving student achievement. The staff and parents elected will receive ongoing training on the SSC policies and procedures. The SSC will use Robert’s Rules and follow the Green Act. Members will be empowered to oversee the implementation of the Single School Plan. To assure that the Single School Plan is being implemented, the SSC will be responsible for communicating its decisions to all stakeholders in the weekly bulletin and parent/community newsletter. Also, it will be responsible for listening and sharing input from all stakeholders via surveys, needs assessments and conversations.

All Governing Board Members, whether elected or nominated, are advisors on all issues and are responsible for guiding the school in the following areas: approving the entire annual budget, hiring and annually evaluating the principal, ensuring that there is an annual review and adoption of the Elect to Work Agreement, communicating regularly with the local district, ensuring that all laws and

compliance needs are met by the school, annually review performance indicators of the school and ensure that the school has a resolution dispute process in place that includes an internal appeals process. Only elected members vote on adoption of the Single School Plan and categorical budgets. Whenever possible, Governing Board makes decisions by consensus, but as necessary, votes may occur. When voting happens the above areas are one in which all members of the Governing Board vote.

- **Leadership Team (LT)** – The main purpose of the LT is to coordinate communication, and to plan and develop initiatives aimed at improving student learning. The Leadership Team will collect and use data to inform and coordinate the operational and instructional decision-making at SR ES#1. The LT will be comprised of administrators, GSAT teacher-leaders, coordinators, counselors, and professional development partners, who will ensure strong curriculum and instruction both through planning and support in implementation. A primary function of the LT is to assist in the annually creation/update a comprehensive Single School Plan.
- **GSATs** – Grade-level Student Achievement Teams – provide peer support through lesson study, study work analysis, and facilitated discussions about improving classroom practice. They will meet weekly to conduct literary circles and share instructional practices that support the school’s pedagogical approach to teaching and learning. GSAT lead teacher-facilitators will make recommendations to the Leadership Team for school-wide changes in curriculum and instruction based on their collaborative work. Members will share their work at full faculty meetings and retreats to create a sense of community and improve school wide instruction.
- **Content-based Team** – Content-based teams will meet weekly to share content knowledge and strategies, and develop curriculum coherence within content areas across grade levels. CBTs will research and identify best practices within the content area and support culturally responsive pedagogy school-wide. The CBTs will make recommendations to the SSC for school-wide changes in curriculum and instruction based on their collaborative work. They will share their work at full faculty meetings and retreats to create a sense of community and improve school-wide instruction.
- **The full faculty** will meet once per month and have at least one retreat per year to work together to support teaching and learning. Full faculty meetings will provide shared leadership and decision making groups to communicate their collaborative work with the full staff, and creates a space for the entire faculty to make decisions on whole-school related issues.
- **English Learner Advisory Committee (ELAC)** – The responsibilities of ELAC shall include advising and assisting the principal and staff in the implementation and evaluation of the Master Plan. ELAC will participate in the development of

the school plan and bilingual budget. The committee will participate in planning the school parent-training program and assist in the development of the school needs assessment. ELAC members will participate in training sessions and workshops that will provide the necessary skills and practice to carry out their responsibilities.

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

10. SCHOOL LEADERSHIP & STAFFING PLANS

a. Leadership Team Capacity

The Sankofa Alliance/Leadership Team is comprised of highly qualified educators that are equipped with the skills, knowledge, values, and disposition representative of the highest teaching standards. All team members hold at least a M. Ed. and CCTC teaching credential with a CLAD emphasis as required by the District. One member has a BCLAD. Together Leadership Team has the collective capacity of 75 years to successfully perform all tasks needed to lead South Region Elementary School#1 into becoming a National Model Of Excellence. Members: Dr. Carole A. Cobb – Administrative Coordinator; Kim Dismukes – Secondary Instructional Specialist; and both Javier San Roman and Velma Taylor are Elementary Instructional Specialists in the Language Acquisition Branch/Academic English Mastery Program.

b. Staffing Model

SR ES#1 will provide a high-quality curriculum and instruction in a supportive and communal learning environment that enables all students to meet the State's academic achievement standards. This will be done through the embedding of culturally relevant and responsive pedagogy throughout a rigorous standards-based

curriculum with teacher collaboration, differentiated instruction, SDAIE strategies, and the six Key Access Strategies that support the learning of English Learners, Standard English Learners, and Students with Disabilities. The student-teacher ratio will be 20:1 for Kindergarten – 2nd grade; and for grades 3 thru 6 the ratio is 20:1.

Teachers shall provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. They shall be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the School's operational policies. Teachers at SR ES#1 will: (1) commitment to developing the academic potential of all SR ES#1 students; (2) demonstrate competency in the subject matter they will be teaching; (3) be proficiency in instructional practices relevant to diverse populations; and (4) be familiarity with or willingness to be trained in learning styles and the School's curriculum sequence.

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

c. Compensation

Administration, classified and certificated staff will continue to use the LAUSD's salary schedule and table as it applies to the staff members' current salary base.

d. School Leadership/Principal Selection

The principle writer of this proposal, who is seeking principalship, is an instructional leader and will be responsible for promoting the success of all students' academic achievement and an enriched learning environment as outlined in the educational plan. The Principal is a visionary leader who is on the cutting edge of educational reform and fluent with current educational theory, practices, and research. She has had an extensive successful track record in education, from K – 16 and graduate level teaching and administration.

e. Leadership Team Beyond the Principal

The Leadership team beyond the principal will be comprised of the following with job descriptions pulled from those already in existence in LAUSD's Human Resource/Personnel Department: Assistant Principal, Categorical Program Advisor, Office Manager (SAA), Plant Manager, Cafeteria Manager, PSA Counselor, Nurse, Psychologist, and Counselor.

The Leadership Team will fully understand the importance of positive school culture and how it increases student achievement and improves professional growth in the school environment. They will support the school's vision and mission and will nurture the traditions, ceremonies, rituals, and symbols that already express while

reinforcing positive school culture. All employees will be teacher-facilitators, role models, and innovative thinkers with a passion for life-long learning.

f. Recruitment of Teaching Staff

South Region Elementary School #1 will employ staff who are dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education. All Teacher will be required to hold a CLAD or BCLAD and a Commission on Teacher Credentialing Certificate in at least one of the following: Multiple or Single Subject Teaching Credential; District Intern Credential with English Learner Authorization/CLAD Emphasis; or Bilingual Cross-cultural Specialist Credential or BLCAD Certificate (per Credential Leaflet: CL-622 from California Commission on Teacher Credentialing). Teachers will understand, and commit to utilizing and implementing the California Standards for the teaching profession, culturally responsive and contextualized teaching of the six key research-based instructional access strategies.

11. OPERATIONS

South Region Elementary School#1 will continue to use all existing LAUSD operational services provided at the school site, follow Collective Bargaining Agreements, and adhere to the Master Service Agreements.

12. FINANCES

a. Funding:

South Region Elementary School#1 will receive funding through LAUSD's transparent budgeting process based on students ADA.

b. Budget Narrative:

Having budget autonomy at South Region Elementary School#1 will allow for our Non-Categorical and QEIA funds to be spent to directly address the instructional needs in the classroom. This includes class size reduction teachers to maintain a class size of no more than twenty students in a given class (K-6). SR ES#1 will be able to hire more T.A.'s in the classroom; a School Counselor for students at-risk; and a PSA Counselor to maintain at minimum, 95% student attendance school-wide. Computers for all students and stipends for Lead teachers will also be considered.

c. Financial Controls:

To ensure fiscal soundness and legal compliance for the proposed school, South Region Elementary School#1 will use LAUSD's financial monitoring process, generating required reports with the frequency already established.

13. FACILITIES

a. Facilities Use Agreement:

South Region Elementary School#1 will continue to use LAUSD facility agreement.

IN CONCLUSION:

This proposal has set out some of the challenges, and put forth some solutions, for obstacles and issues of equity and access that face our District in reversing the dismal academic outcomes of African American and Latino students. By providing targeted professional development that changes teacher practice and develops administrators and instructional leaders, ensuring safe and clean schools, creating a culture of inclusion, and putting in place measurable accountability matrix that have enforceable consequences for the miseducation of our children, schools will be better equipped to positively impact the achievement of all students.

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