

South Gate Elementary Academy

Proposal for LAUSD
New School & School Improvement

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SECTION 1: EXECUTIVE SUMMARY

a. Assurances

As an internal applicant opening the school under this proposal the school will fall under the District 501c3, enroll the requisite number of students from Bryson Elementary and San Gabriel Elementary Schools, and additional feeder schools, in compliance with the District's scheduled plan for relief of overcrowding, provide services as mandated for students with disabilities first and foremost, comply with district requirements for enrolling and serving all demographically identifiable groups of students, and comply with the terms conditions and requirements of the Modified Consent Decree and all other court orders imposed upon the District pertaining to special education. See Appendix A for requested signed statement.

b. South Gate Elementary Academy Student Population¹

South Gate Elementary Academy (SGEA) students will primarily come from nearby Bryson and San Gabriel Elementary schools. The school community is comprised of approximately 98% Hispanic/Latino members largest of which being of Mexican-American decent with an increasing Central American population. Approximately 30%-39% will be English Learners (Bryson currently has 30%, San Gabriel 39% English Learners).

Approximately 90% of the population will be identified as economically disadvantaged. Bryson has identified 86% of its population as economically disadvantaged, with 88% students participating in free or reduced-price lunch; San Gabriel has identified 93% of its population as economically disadvantaged, with 100% participation in free or reduced-price lunch. We anticipate greater than 90% of students will participate in free or reduced-lunch programs.

South Gate Elementary Academy's gifted and talented population is expected to be approximately 10%. Currently Bryson Elementary has identified 4% gifted students and San Gabriel currently has identified 2%. We believe that the gifted students have been under-identified in these schools and the true percentage of gifted students at South Gate Elementary Academy will be 10%.

Approximately 10% of the students will be classified as special education students. Bryson and San Gabriel currently have 9% and 10% students with disabilities, respectively.

Projected SGEA Student Population					
Bryson		San Gabriel		South Gate(Projected)	
Hispanic or Latino	98%	Hispanic or Latino	98%	Hispanic or Latino	98%
White	1%	American Indian	1%	Non-Latino	2%
English Learners	30%	English Learners	39%	English Learners	30%-39%
Economically Disadvantaged	86%	Economically Disadvantaged	93%	Economically Disadvantaged	90%
Gifted and Talented	4%	Gifted and Talented	2%	Gifted and Talented	10%
Special Education	9%	Special Education	10%	Special Education	10%

South Gate Proposal Writing Team

Our proposal writing team comprises of teachers who teach in the South Region, including representatives from Bryson and San Gabriel Elementary schools, all of whom have extensive experience working with the projected South Gate Elementary Academy student population.

¹ Student Population Data was gathered from LAUSD.net

Many of our teachers have attended our South Region's elementary schools, and have returned to teach in their communities despite offers to practice their craft elsewhere. Many of our teachers continue to live in the communities they serve, such as Maywood, Bell, Huntington Park, Vernon and South Gate, or in communities nearby such as Downey and Norwalk. Our teachers are actively engaged in community activities that promote social justice for their citizens, especially as it concerns education, the civil rights issue of our time. A good education continues to dictate access in our society and global economy.

Many of our teachers are also first generation immigrants, and as such, have personally faced the same issues of language acquisition and cultural assimilation as our students. Our teachers have logged numerous years of experience working with schools where an average of 98% of the students are of the same or similar backgrounds such as second and third generation Mexican American, Central and South American, as well as recent arrivals. Our teachers have pursued additional certifications such as BCLAD/CLAD certification credentials which qualify them to teach English Language Learner populations. Our teachers are passionate in serving our students and their families. We are uniquely qualified to help our students succeed in today's challenging, but exciting and promising environments.

c. Vision, Mission and Philosophy

VISION

Our school family prepares the whole child in a nurturing and supportive environment with high expectations to become a valued, contributing member of society.

MISSION

We the stakeholders of South Gate Elementary Academy foster an innovative and stimulating academic environment where all students can learn. We motivate students to become critical and analytical problem solvers with unique solutions who develop a sense of service to the community. Students cultivate their creative skills, engage in meaningful project-based learning, and expand their ability to engage in academic talk.

The goal of South Gate Elementary Academy is to close the achievement gap for all learners. At each level, students will be expected to meet and exceed all grade level academic benchmarks. By the 5th grade, students will master reading comprehension, the acquisition of academic language, the ability to manipulate the written language to express themselves, and real life application of mathematics.

We provide the building blocks for a student's path to higher education and beyond. Our school family is committed to supplying all required resources so that our students can achieve in a culturally diverse, ever-changing, competitive global society.

PHILOSOPHY OF EDUCATION

South Gate Elementary Academy will support the whole child including the extended family, providing access to all available community resources in a safe and nurturing environment. We believe that all students can learn and become successful, contributing members of society. We have high expectations, and will assist our students to attain the highest and best use of their talents. We will emphasize an environment of critical inquiry, problem solving, using the student's natural curiosity as the driving force to tailor their individual educational plans.

We will teach our children to use questioning as a tool to tailor more effective solutions to existing problems facing our complex, 21st century societies. Our students will respect the cultural backgrounds and beliefs of others. They will be tolerant, while at the same time asserting their right to participate in an active and vigorous democracy. South Gate Elementary Academy will have an emphasis on social justice, especially as it pertains to education as the vehicle to attain fairness and equality.

We the community of South Gate Elementary Academy, believe that every child can learn and thus achieve their full potential. We know that children can rise up to the high level of standards and expectations with full support. Every adult at South Gate Academy understands our priority are the students.

Every student will be enthusiastic and fully engaged in the activity of learning. We will promote learning at all ages, and expect the excitement of school to be contagious.

Lessons will be developed in a meaningful way implementing the reflective cycle: lesson development, delivery of instruction, reflection on lesson delivered, and adjusting for better results and further advanced delivery with expected growth. The environment will be one of support for every faculty member. As a unit we will develop our skills and continuously engage in developing as professionals.

We know that achievement should not happen in isolated cases, but rather in an environment that is nurturing, and encouraging for all. We believe that every child should engage in self-actualization, and develop a deep connection to both service and community.

Through the implementation of technology, we believe our students will have an opportunity to both learn and develop skills necessary to compete in today's world.

Our students will be college ready, understand both their place in society and develop into contributing members of an ever-changing society.

Partnerships will be very crucial and important in developing a first class educational experience. These must include our parents as partners in the classroom. The faculty of South Gate Elementary Academy is committed to developing workshops and classes in which parents will receive instruction and learn how to assist in the classroom.

DAY IN THE LIFE OF A STUDENT: LOWER GRADES

On any given day a visitor may see the following learning activities at SGEA Students in Preschool, Kindergarten, First, and Second grade are eagerly engaged in meaningful, active learning. Teachers, Instructional Aids, Parents, Resource Teachers, and Instructional Leaders facilitate such process. Evidence of enthusiastic learners will be abundant throughout the school day.

Calendar Work: In the morning students are engaged in tracking the number of school days and then using this number across the curriculum in mathematics and expanding skills into Academic Language Development by creating word problems. Students will track the number of school days in groups of fives, tens and ones, creating money combinations, exploring odd and even, and creating number sentences exploring both addition and subtraction skills, and exploring fact family relationships.

Language Arts Instruction: Daily students will be transitioned into this area of academic content with a warm up activity that will address language skills such as, correcting sentences, applying proper punctuation, grammar, spelling and capitalization. Students will be encouraged to review and share grammar rules learned and applied with their peers as they answer the "language question of the day". Through participation of oral language development students will practice and further develop academic language, and communication skills in meaningful contexts.

- *Writing:* Students participate in writer's workshops. Teachers will present a mini-lesson using a meaningful, culturally relevant piece of literature as a spring board to introduce standards. Then, students will use an uninterrupted block of time to develop reading and writing tasks and skills. Teachers will use writing time to circulate the room or conference with individual students making anecdotal notes and recording student progress in writing portfolios.

- *Reading Instruction:* Teachers conduct whole class lessons in phonics, spelling, fluency, literary elements, and comprehension strategies. These lessons are based on academic goals. Students are reading and writing, sharing observations with partners, small groups, and the class. Teacher will use part of the Reading Instruction block to teach mini-lessons of phonics, decoding, fluency, and spelling to small groups of students. These lessons will be designed according to individual student needs and academic goals. The rest of the students move independently around the room, using computers, retrieving books, and supplies needed to complete cohort projects (project based learning curriculum). During this time Instructional Aides and parent volunteers are visibly working with students supporting the learning environment.
- *English Language Development Instruction:* Teachers support English Language Learners by providing hands-on lessons using Sheltered English techniques (SDAIE), ELD curriculum and supplements (ELD practicum). Students will use Thinking Maps, sing, chant poetry, and perform dramatic play. They learn in a print rich environment that enables them to make discoveries and make connections.

Mathematics Instruction: Mathematics instruction follows language arts. Teachers provide lessons that focus on the standards. Concepts are presented to students with guided lessons, guided practice, and independent work. All students will be engaged in problem solving (problem of the day) and use of math journals in which they record thoughts and strategies used. The students are encouraged to work alone, in pairs, and small groups sharing their solutions, and consistently talking about their strategy use. Students interact with teachers by asking questions and sharing their solutions. Often a group activity follows with use of games (manipulatives) that engage students in concrete ideas. All students will practice fluency of known operations and number facts. Parents will be involved in workshops and assist in classroom instruction.

Science: Students will participate in science lessons every afternoon. Teachers will provide guided lessons and use Foss kits to deliver hands-on experience through labs. Students will engage in the research cycle (scientific method) and develop their skills in questioning, planning, gathering, sorting, synthesizing, evaluation, and reporting. Students share their findings with partners, small groups, and the whole class. They share their way of thinking and reflect in science journals. Teachers circulate the room, and check in with students, discussing experimental methods.

Social Studies: Students will also participate in daily lessons, every afternoon. Teachers will develop lessons based on academic standards (Scott Foresman grade curriculum). Lessons will develop social and community ethics and values. Students may be challenged to construct a model of the community/culture they are learning about. Students will also review concepts of council and practice character building skills. The environment is inclusive of all abilities and levels. Teachers and children are highly engaged in educational pursuits.

Arts/Physical Education: Teachers will create interactive lessons in which fine arts and cultural arts are developed. Students have an opportunity to learn background knowledge, observe demonstration, and then apply techniques to produce a product. A resource teacher may be present and work with classroom teacher. Students can work individually, in pairs, small groups, or as a whole class. Teachers circulate the room, providing encouraging feedback. Students will be very involved thinking, talking, moving, taking notes, drawing, and constructing.

DAY IN THE LIFE OF A STUDENT: UPPER GRADES

On any given day a visitor may see the following learning activities at South Gate Academy Elementary: Students in third, fourth, and fifth grade are eagerly engaged in meaningful, active learning. Teachers, instructional aids, resource teachers, and parents will be visible in classrooms and assist with such process. Enthusiastic learning will be evident throughout the day.

Language Arts Instruction: Daily, students will be transitioned into this area of academic content with a warm up activity that will address language skills such as, correcting sentences, applying proper punctuation, grammar, spelling and capitalization. Students will be encouraged to review and share grammar rules learned and applied with their peers as they answer the “language question of the day”. Through participation students will practice and further develop academic content.

- *Writing:* Students participate in writer’s workshops. Teachers will be following the Lucy Calkins’s Units of Study. Students will be engaged in writing and conferencing with teachers and peers. In addition, teachers will introduce classic literature to expand the range of ideas, curiosity, intellectualism, and appreciation. Students will use an uninterrupted block of time to develop reading and writing tasks and skills. Teachers will use writing time to circulate the room or conference with individual students making anecdotal notes and recording student progress in writing portfolios. Students will use a variety of writing techniques in a low risk, supportive environment. They will use criteria and rubrics to produce meaningful pieces of writing.
- *Reading Instruction:* Teachers conduct whole class mini-lessons based on academic standards in spelling, literary elements, and comprehension strategies. The Students are reading and sharing observations with partners, small groups, and the class. Teachers will use part of the Reading Instruction block to facilitate learning activities and investigations. They will use Literature Circles and Readers’ Workshop to present mini-lessons that teach strategy, skill, and literary technique. Students are often able to reflect and share thoughts with partners in a class. Students will complete culminating projects on literary elements (for example, turning a novel into a short picture book to share with younger learners).
- *English Language Development:* Teachers support English Language Learners by providing hands-on lessons using Sheltered English techniques, ELD curriculum and supplements (ELD practicum). Oral language skills are further developed to address specific academic language needs. Students share in-process and published pieces with the class. They also use computers to research, edit, and present work.

Mathematics Instruction: In Math, instruction begins with a “problem of the day” in which students solve, share strategies, and new thinking is documented (Math Journals). Teachers provide lessons that present new concepts and implement guided and independent practice. Solving, writing, connecting, and talking about math are integral parts of the math curriculum at SGEA. Students are encouraged to work alone, in pairs, and small groups sharing their solutions and constructing lessons. Often a group activity follows with use of games that engage students in concrete ideas (such as Marilyn Burns’ lesson extensions). Students may then be grouped by ability and individual student needs addressed with assistance from Instructional Assistants and parent volunteer. Students will also participate in timed multiplication tests to promote fluency with facts. Homework will be corrected in student groups and additional interventions implemented at this time.

Science: Students are involved in investigations employing the scientific method to answer concepts such as: Electricity and Magnetism (students design and build sample circuits using components such as wires, batteries, and bulbs), Body Systems (students build models, and creatively demonstrate proper order of blood circulation and exchange of carbon dioxide and oxygen in the lungs), and the Relationship of Matter and atoms (students construct models to demonstrate formation of molecules). Students will work in pairs, small groups, or larger project based learning cohorts. Teachers will circulate classroom offering positive feedback, and access to supplemental materials needed. Students needing further assistance will work in smaller groups with Instructional Assistants, parent volunteers, and Instructional Leaders.

Social Studies: Students will participate in daily lessons. Teachers will develop lesson concepts based on academic standards, and grade level curriculum. A strong focus to link social and community ethics and values to lessons will be evident. Students will be highly involved in the development of interactive activities

and projects that highlight: the use of grid system to explain use of coordinates to explore longitude and latitude, the various ways native people lived in the natural environment, use of maps to explore routes of early explorers, the development of the U.S. Constitution, and knowledge of the fifty states and their location. Teachers will circulate the room providing positive feedback and encouraging discussions to promote chronological and spatial thinking, research, evidence, and of view.

Arts/Physical Education: Teachers will model mini-lessons that demonstrate complimentary colors, negative and positive shapes, contrast, and sculpture process. Students will be engaged in producing products that demonstrate their ability to communicate values, opinions, and personal insights through original works of art. Teachers, Parents, and Resource teachers will help students interpret art through dance/movement. Athletic activities will be developed to enrich aerobic capacity, muscular strength, flexibility, body composition, and group dynamics.

d. Education Plan:

South Gate Elementary Academy's educational program will be led by collaborative teams of teachers, support staff, and parent educators who will provide all students with multiple subject instruction using a variety of instructional modalities geared to the special needs of our second-language students, English-only students, students with identified learning disabilities, and advanced/gifted students. All instruction will provide practical, hands-on learning using available technology and project-based learning pedagogy. SGEA will utilize current materials from District approved vendors and through sources deemed effective by the U.S. Department of Education and the California Board of Education as well as our local District and the Los Angeles Board of Education.

In order to address the needs of all students, including our low socioeconomic and second language students, our school will utilize several research based strategies for our standard-based instructional curricula. In Language Arts we intend to use strategies like Writer's Workshop as explained by Lucy Calkins and Guided Reading Groups. We will also follow a systemic phonics program like Open Court to provide them with the basic skills they require to be successful students. For ELD we will use Thinking Maps and the ELD Practicum. We will utilize read alouds as a strategy to develop and model critical thinking skills, to develop vocabulary, and model fluid reading. Selecting culturally relevant authors and topics will enable our students to connect with the literature and make learning more meaningful.

Differentiated Instruction using Dr. Sandra Kaplan's Icon's of Depth and Complexity will be applied for our Gifted and Talented Population. Our mathematics program will build focus on developing critical thinkers using problem solving and real world applications. We intend to provide a strong foundation for our students so they will be able to build upon basic skills and be better able to tackle more complex problems. In Science we will use the district adopted program. The Full Option Sciences System (FOSS) focuses on hands on experiments and is inquiry based. Our Social Studies curriculum will incorporate visual and performing arts. Project Based Learning will be an additional strategy which we will focus on at South Gate Elementary Academy. One of our goals is to produce students who are prepared for the 21st Century and who are able to compete in the global economy. It is our intent to have Project Based Learning integrated through out our standards based curriculum. Students will be producing authentic projects which showcase their creativity and critical thinking. Project Based Learning is a strategy which is highly recommended for Gifted/Talented students. We feel all our students have the ability to produce creative and authentic work and this is one strategy that will enable us to produce students who are not just consumers of learning but also producers. Students will work in cooperative groups, homogeneous or heterogeneous, will meet daily to set goals to satisfy criteria, self-evaluate and reflect on rubrics based on desired outcome. These are all applicable skills which will prepare them for the real world.

Since many of our students are minority students it is important for SCEA to implement a curriculum that not only meets their educational needs but also one that meets their emotional needs. That is why we intend

to provide our students with culturally relevant topics and projects that allow them to make connections to the community and the world around them. Exposure to writers, community leaders, and role models that they can relate too will promote pride and a deeper understanding of who they are and who they can be.

Community involvement is an important component to the success of our educational plan. It is important for us to involve our community into our school. Connections with the community will enable us to produce stronger bonds and allow for a home-school connection which will benefit all our students. We intend to accomplish this through workshops to educate the community on strategies and issues that affect our students. Parents will be able to better informed and prepared to assist their child at home by attending our workshops. We also intend to include local business to serve as guest speakers to include them into our instruction when possible. For example, using the local Albertsons to practice estimation in a math lesson or getting a member of the South Gate Council to speak to a group of 5th graders learning about government.

Technology is an important component to our curriculum at SGEA. We intend to produce students who are technologically prepared for the future. Knowing how to navigate around the available technological programs and devices is a necessary skill for today's generation. Technology is the future and the more knowledgeable our students are the better opportunities they will have. Technology will be embedded through our curriculum and projects will focus on showcasing the use of technology. Students will use programs like Garage Band, Imovie, and Podcasting to present as final projects.

Staff will be trained during PLC's and Professional Development by Master Teachers and Expert Staff members on various topics as determined by the staff. Teachers will be held accountable for implementing strategies and techniques by administrators and lead teachers.

Project Based Learning at South Gate Elementary is discussed in detail in Appendix C.

e. Community Impact and Involvement:

The leadership team writing this proposal for South Gate Elementary Academy chose to submit this proposal because it feels it best understands the needs of the community and has developed SGEA to fully meet the needs of all students. The leadership team has consulted with the teachers, parents, and community members from the feeder schools, San Gabriel and Bryson Elementary, since September 2009 to listen and to learn about their concerns in the development of the education plan. A detailed list summarizing the community needs discussed in these meetings, and other community outreach can be found in Appendix D.

South Gate Elementary Academy is committed to serving all students in this largely Hispanic population community of students with a diverse range of academic needs. The school addresses the academic and curriculum needs of all students from Pre-K to 5th grade including those students with special needs. The student population is comprised of but not limited to, students with disabilities, ELL, SEL, students of poverty, and gifted students.

Community member involvement is essential to meeting the social and academic needs of our schools. Input will be sought through, but not limited to school councils (School Leadership Council, School Site Council, ELAC, etc.), monthly meetings with the instructional leaders (Coffee with the Principal), concerns and suggestions from the Parent Center, the Needs Assessment Survey and the Community Survey. Staff members (teachers and instructional team leaders) along with parents, will routinely analyze this information along with student performance data to determine community needs. These findings will determine professional developments and adjustments to the curriculum.

South Gate Elementary Academy engages with all school family stakeholders, including, but not limited to, teachers, staff, sister community schools, parents, volunteers, business partners, university collaborators and district personnel in meeting the academic, social, and emotional needs of our students. South Gate

Elementary Academy will establish working relationships with South Gate Police Department, Boy Scouts, Girl Scouts, Boys' and Girls' Club, Office Max, Apple Inc., and Target.

f. Leadership/Governance

South Gate Elementary Academy's Leadership Team is composed of teachers, parents, and administrators from the South Gate community. Our certified teachers come from the feeder schools (Bryson and San Gabriel) and other South Gate area schools. We have teaching experience that averages 15 years or more. Our teachers are NBC, GATE certified, and contain certifications to teach students with disabilities. Additionally, many of our teachers and other writing team members possess post-graduate degrees in education. They have been at schools where their students have shown academic success-reaching their AYP and API scores. Parents have students enrolled in the South Gate area schools and would like to see meet and exceed this same level of success at South Gate Elementary Academy. Our administrators have extensive experience in the Los Angeles school district. For more detail on our teams experience, see Section 10a.

Our proposed governance model, School Based Management (SBMM), is an effective LAUSD governing model. SBMM will support our vision, mission and educational plan that encourages high academic achievement from all students. The school family of SGEA will prepare the whole child in a nurturing, and supportive environment with high expectations to become a valued, contributing member of society. We will foster an environment that is innovative, stimulating, and academic. Our students will become critical and analytical problem solvers who develop a sense of service to our community. At the top of our school organization is a School Site Council and Instructional Leadership Council, who appointed a Personnel, Professional Development and Budget Committee. These committees will direct and manage three Instructional Leaders who will manage the daily operations, education pedagogy, and personnel. Instructional leaders share the traditional principal duties, but are also tasked with providing additional academic support to the teaching staff. A key component of the SMMM is that there are several committees that implement instructional and operational goals for the school. Not only will Instructional Leaders belong to the various committees, but teachers, classified staff and parents will be valued and contributing members of these committees. See Appendix E for organizational charts the governing structure for the school.

SGEA will align all available resources to ensure a first class education and academic achievement for all of our students. Using our Categorical Program funds we will ensure that we reflect the academic needs of all the students.

g. Fiscal Plan

The family of South Gate Academy Elementary is committed to align all available resources to ensure a first class education and academic achievement for its students.

First, we ensure all stakeholders that yearly budgets will reflect the academic needs of every single student; proposed expenditures will highlight program needs and changes that will align services with academic achievement.

Second, all faculty members will be committed to ensure partnerships that will offer resources that compliment our commitment to ensure educational success and actualization of the whole child.

Third, we are committed to true ownership of our school community by our entire school family to engage in grant writing opportunities that will bring in resources for the whole school.

We know that by aligning resources and seeking new ones the opportunities to develop and enhance academic programs will be there. We want our students to experience a first class education, in a great facility, with innovative use of technology. Thus student needs will always be reflected as our priority.

SECTION 2: CURRICULUM AND INSTRUCTION

a. Curriculum Map and Summary

Description of Curriculum

The overall goal of South Gate Elementary Academy is to close the achievement gap for all learners. At each level, students will be expected to meet all academic standards for that grade. By the 5th grade, students will master complete comprehension, the acquisition of academic language, the ability to manipulate the written language to express themselves, and real life application of the mathematics. All lessons will provide explicit standards-based objectives that succinctly describe what students must master and be able to do to ensure academic achievements in the classroom. South Gate Elementary Academy will provide a comprehensive support system for all our learners, which include students with disabilities, ELL, SEL, students of poverty, and gifted students, including those who are performing below grade level.

A key component of the curriculum is based on Project Based Learning (PBL), an instructional approach in which students work individual or cooperative groups over time in order to create a product, presentation or performance to demonstrate their understanding of the focus standards, encouraging higher level thinking skills. Through Project Based Learning, students self-monitor their previously set goals with the assistance of the teacher. Self-monitoring leads to increased intrinsic motivation and active engagement (Bandura, 1986). Project Based Learning includes standards based instruction, authentic content and purpose, explicit goals, rubrics, authentic assessments, and the teacher serves as facilitator.

Scope and Sequence: Our detailed scope and sequence design is in Appendix F. It profiles all the accepted knowledge domains from the CA Department of Education Frameworks by over viewing the basis for strands across grade levels.

Curricular maps will be used to provide a plan for all students (far below basic, basic, proficient, advanced) to master the standards. Detailed grade level Curricular maps for ELA and Science can be found Appendix G. SGEA will utilize LAUSD's Mathematical Instructional Guides (MIG)² for Mathematics education. This instruction will be supplemented with project based learning instructional strategies. SGEA will rely on the District 6 Instructors will create Short-Term and Long-Term Curricular Maps to supplement the Detailed Curricular maps for individualized student learning based on the templates that can be found in Appendix H.

Curricular maps will be used to chart by grade level a standards-based long-range plan for instruction based on SMART goals aligned to actual student performance data and the CST "blueprint" (provides the CST history according to CA Content Standards and number of test questions for the same).

Teachers will map out academic goals for the year each reporting period through back-planning. This provides grade levels a platform for further delineating skill-oriented learning objectives to guide instruction according to standards and SMART goals focused on essential CA content standards leading to student achievement.³

Instructional Materials South Gate Elementary Academy master California State Standards by using tools recommended and required by District 6 including Open Court Reading, envision, Into English with the ELD practicum, Foss Science Kits, and Scott Foresman's Social Studies program.

²Detailed Mathematics curricular maps can be found: <http://www.lausd.net/math/index.htm>

³ Backplanning is a way of planning lessons / units by first identifying end goals and then working your way back through all the steps you and your class will need to take in order to reach those goals as described in <http://iearn.org/armeniaschoolconnectivity/hod1bp.pdf>

Students will use computer programs such as Star-fall, Accelerated Reader, Math-score, and Spelling-city where they will use technology to learn academic skills. Students will participate in hands-on projects which integrate subject matter across the curriculum. These projects will be used to evaluate student learning and needs. Students will have access to math and language manipulatives to increase and aid their understanding in all subjects

Curriculum Summary By Subject SGEA curriculum will adhere to California Content Standards and research-based pedagogy for all subjects: English Language Arts: OCR Program Scope and Sequence, California Content Standards Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve (www.cde.gov). Core subjects we covered in this section are English Language Arts, mathematics, History / social studies, arts, health, physical education, and science:

ELA: To ensure the highest-quality materials and strategy for our instructional program, SGEA adopted models based on thorough research protocol and that incorporate California Content Standards judged as successful by the Department of Education, and the recommendations of local LAUSD experts in education. All options were considered in light of the mandate to ensure that all of our students have access to a curriculum that will prepare them for the challenges of the 21st Century. SGEA will begin language arts instruction that aligns with the Open Court English language arts program. This program also has the advantage of being familiar to many teachers in neighboring LAUSD schools.

Math: South Gate ES #4 will continue using the EnVision Math program to implement an elementary math program that utilizes the most successful curricular materials identified by research and supplements this curriculum with locally-produced lesson plans with which teachers have found great success in meeting the needs of students in poverty and students with limited English (Alternative Lesson Plans, recommended by Local District Six Math Instruction Guide).

Science: The FOSS⁴ program provides students a cognitive learning experience so they develop the ability to think at an earlier stage in their lives. The research that guides the FOSS developers subscribes to the notion that humans proceed systematically through predictable, describable years, and that students learn science best from hands-on experiences that permit them to observe processes and results after forming hypotheses about real-world phenomenon. Students construct self-discovered concepts by forming their own new-found conclusions based on the relationships they find among objects, organisms, and systems.

FOSS investigations activities are carefully built as age-appropriate but challenging to provide a rigorous set of well-engineered lessons that foster the growth children need as they hone their cognitive abilities. FOSS employs "horizontal curriculum" character (numerous activities that provide a great variety of experiences at a cognitive level) as opposed to a "vertical curriculum" design (activities that attempt to take students to inappropriately complex and abstract levels of understanding). "...A horizontal curriculum provides challenges for all students and results in a much deeper understanding of the subject..."

Social Studies: An art teacher will lead the staff in embedding art, drama and music into the social studies curriculum. The art teacher will produce regular student performances, especially for third-fifth graders, and the PLCs will help all teachers to implement Reader's Theater, classroom plays, debates, and mock trials related to social studies. These strategies will ensure that the social studies curriculum at our school will provide students with regular practice of literacy skills and critical thinking. The California History/Social Science Project's model units will serve as exemplars that will demonstrate how SGEA teachers will infuse their social science instruction with hands-on realia and authentic history investigations and controversies.

Teachers will take advantage of the nearby Natural History Museum's program of loaning out teaching trunks on units such as the California Gold Rush and the Chumash and Tongva Indians to add further authenticity

⁴ Foss Program Details can be found: <http://www.fossweb.com/california/modules3-6/MatterandEnergy/index.html>

to students' explorations of history. The Natural History Museum's loan program⁵ and SGEA will make arrangements for the on-loan collections. Finally, regular field trips will play a vital role in bringing learning to life for our students. The Categorical Programs Coordinator will be tasked with overseeing the school's field trips and NHM loan program and will prepare a brief annual report for the School Site Council to ensure that the field trip program functions as a cohesive and comprehensive whole and that teachers are informed of and able to take advantage of the NHM loan program. This responsibility of the Coordinator means he will gather and disseminate information on field trip opportunities and may do such things as cover class dismissal to allow teachers to leave early to pick up on-loan collections from the NHM.

ELL: Students will receive rigorous standards based English language development instruction with the use of the LAUSD Practicum in sync with the Hampton Brown: Into English program. Implemented strategies include, but are not limited to Culturally Relevant Educational Strategies, Accommodations/Modification Strategies, and Strategies and Best Practices for All Students section 2e. Specific instruction will be aligned with the California Content Standards as described in the Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve.

Arts: We will apply for a "Harmony Music" grant. In addition, we will fund two full-time arts teacher (art and music disciplines) with the goal of cycling all students through expert instruction in music, dance, drama, and visual arts. These dedicated art/music teachers will be responsible for regular productions, with classes rotating through and students responsible for creating sets as well as acting, singing, playing music, and stage managing. Credentialed teachers will provide instruction to all students in music, dance, theatre, visual arts and media arts. Teachers will be trained at each grade level to provide art instruction during scheduled staff development and the Summer Teacher Learning Institute.

Library Media Strategy: The Library Media Center will collaborate with all members of the school family to continuously seek innovative, state-of-the-art strategies and devices offering applicable software and applications to enhance student learning.⁶ The Library Media Center will be led by a team comprised of the school librarian, parent volunteers and teachers dedicated to providing a more time-efficient student literacy resource designed to complement instruction and offer additional resources to supplement all grade-level curriculum. The Library Media Center will foster a friendly environment of open communications and a creative spirit where students can cultivate their research skills and critical thinking through books, technology and multimedia resources. Students will have the opportunity to work with technology and computer-based research and instructional programs in the Library Media Center during dedicated class time and throughout the extended school day. Students will be required to check out books from the library every two weeks.

Teachers will develop proficient library media skills through professional development to supplement the District's curricular programs, research the California State Content Standards and current research and strategies. Teachers will utilize the Library Media Center to supplement classroom learning. Professional Learning Communities will develop projects and assignments based on specific objectives in the core curriculum

b. Track Record of Proposed Curriculum

The proposed SGEA Curriculum is standards based, researched based and has been proven effective for all learners in the South Gate area schools. Local District 6 has experienced the highest test scores when compared to all other LAUSD district results. South Gate Elementary Academy will use the district-approved programs mentioned in section 2a as an adopted baseline as they align and meet the state content standards. Strategies best suited for student populations will be developed by the grade level PLCs to address the skills tied to essential standards and SMART goals supplementing the district-approved programs when

⁵ Details on this program can be found: <http://www.nhm.org/site/for-teachers/teacher-resources/member-loan-services>

⁶ The Utah Library Media Association has detailed guidelines for an effective and successful library media center. http://www.uelma.org/miscpdf/07confer_hand/Collaboration-final.pdf; <http://www.uelma.org/>

necessary. Curricular maps for ELA and Mathematics Instructional Guides will serve as the primary sources for subsequent planning as instructional teams work to capture best practices so the new school benefits from all the proven practices as they develop into a new instructional team. A chart detailing high achievement average API gains in mini-District six can be found in Appendix I.

The prospective teaching staff will be trained in the utilization of this systematic, student-centered, data-driven approach to curriculum and intervention during the SGEA Summer Teaching Institute professional development period in August prior to the school year.

A key component of the curriculum is based on Project Based Learning (PBL). PBL is an instructional approach in which students work individual or cooperative groups over time in order to create a product, presentation or performance to demonstrate their understanding of the focus standards, encouraging higher level thinking skills. Through Project Based Learning, students self-monitor their previously set goals with the assistance of the teacher. Self-monitoring leads to increased intrinsic motivation and active engagement (Bandura, 1986). Project Based Learning includes standards based instruction, authentic content and purpose, explicit goals, rubrics, authentic assessments, and the teacher serves as facilitator.

Project Based Learning is supported by Lev Vygotsky's Constructivist Theory that learners create knowledge for themselves through authentic projects and activities using metacognition and Jerome Bruner's Discovery Learning Theory that Students use their own knowledge to explore, question, and create their own knowledge which makes learning more meaningful, and memorable. The PBL model merges seamlessly with the Multiple Intelligences model espoused by Howard Gardner and his team of researchers at Harvard University's Project Zero. Additional research performed through the Gates Small Schools Survey demonstrates PBL's effectiveness. According to Brigid Barron and Linda Darling-Hammond in their book *Powerful Learning: What we know about teaching for Understanding*, PBL allows students "to learn more deeply when they apply classroom gathered knowledge to real-world problems, and when they take part in projects that require sustained engagement and collaboration." In addition, "active-learning practices have a more significant impact on student performance than any other variable, including student BACKGROUND, and prior achievement." "Students are most successful when they are taught HOW to learn, as well as WHAT to learn."

Sylvia Chard, Professor of elementary education at the University of Alberta & co-author of "Engaging Children's Minds," one of the "major advantages of project work is that it makes school more like real-life." A 1997 study of two British secondary schools conducted by Jo Boaler, assistant professor of education at Stanford University found striking differences in understanding using open-ended projects versus standardized instruction/assessments. In a five year study, researchers at SRI International found that students using the Challenge 2000 Multimedia program significantly outperformed non-technology using students in communication skills, teamwork, and problem solving.

Research based strategies and methods that support the curriculum are detailed in section 2e.

c. Addressing the Needs of All Students

South Gate Elementary Academy will provide a comprehensive support system for all our learners, which include students with disabilities, ELL, SEL, students of poverty, and gifted students, including those who are performing below grade level.

Students who are identified with a specific learning disability will hold Individualized Educational Plan (IEP) goals and objectives which will be used to determine student's needs. Based on outcome of assessments students will be placed in the Least Restrictive Environment. Placement can be made in our Resource Specialist Program (RSP), Special Day classes, or in general education class. Accommodations in class work, time, testing, and assistive technology will be determined by student's IEP.

English Language Learners will be addressed by participating in our Push In services targeting areas of need. English Language Development Standards will be used to determine progress along with ELD portfolios to monitor and demonstrate progress has been made. Teachers will also use ELD practicum as an instructional guide, scaffolding of instruction, Thinking Map, small group instruction and accountable talk to enable them to make progress in their proficiency levels.

ELL, SEL, and those performing below grade level will receive support from the Response to Intervention Specialist. They will provide small group instruction to students. RTI Specialist will follow a 6-8 week cycle of learning which is followed by reassessment and re-evaluation of the students needs. Classroom teachers will target these students during Independent Work Time, small group instruction, and extended learning time.

An important component to the curriculum at South Gate Elementary Academy is the cycle of learning which will be followed to ensure our students are making progress. Several research based strategies will be used as part of our curriculum. These strategies include the use of Thinking Maps, small group instruction for guided reading and writer's workshop, team teaching, modeling critical thinking skills, scaffolding skills and concepts, applying real world situations, and culturally relevant instruction.

South Gate Elementary Academy Elementary projects our level of growth in students' achievement to be to reach 100% in four years to meet AYP targets.

d. Accelerated Learning

Students participating in Accelerated Learning will demonstrate an ability to quickly learn and apply new concepts. They will be determined by teacher observation and pre-assessments will show mastery of grade level skills and/or concepts. Teachers will review assessments and teacher observations will determine if differentiated instruction through acceleration is an appropriate placement for the student. Frequent, ongoing assessments will be made by the teacher to modify instructional decisions to ensure student's needs are being met.

Teachers will focus on Socratic questioning and differentiated instruction to challenge students. Choice in topics or themes will be based on student's interest, California State Standards, and GATE standards. Particular emphasis on promoting higher order thinking using Blooms Taxonomy will be utilized to promote student's knowledge of the theme or topic addressed.

Teachers will also use Depth and Complexity Icons, Universal Themes and Think Like a Disciplinarian developed by Dr. Sandra Kaplan from USC as strategies that we will develop students critical thinking skills.

Unit Projects, independent study, and individual learning contracts will be utilized. Students participating in accelerated learning will be provided with resources like technology and above grade level material to promote constant learning and challenge. Theme or Culminating projects that show case students new learning will demonstrate the quality of the strategies implemented.

South Gate Elementary Academy will seek to increase the number of minorities and students with disabilities into GATE classes by providing our staff with professional development. Professional Developments will focus on helping the staff understand the identification process and train them identifying the characteristics of a gifted student.

e. Instructional Strategies

All instructional strategies developed by Professional Learning Communities (Richard DuFour) that lend to continued student academic achievement and are research-based or are documented as "best practices" are systematically instituted and perfected whenever necessary to ensure successful learning experiences in all classrooms. In addition, credentialed instructors will utilize technology and Howard Gardner's "Multiple Intelligences", differentiated instruction methodologies and accommodations that give individual students

access to all subject areas via practices deemed developmentally appropriate, and based on individually identified student needs in all content areas.

In order to address the needs of all learners we will implement the Project Based Learning model supported by Vygotsky’s Constructivist theory which allows students to construct their own learning overtime through the development of individual or group products, presentations, or performances. Implementations of this model will be strategic and systematically placed within the lesson sequence. By employing cooperative learning, students will be grouped by different ability levels, where students learn from one another for authentic purposes. Project Based Learning will allow students of poverty, English Language Learners, Special Needs, students with disabilities and gifted students to access the curriculum in a non-threatening environment where they can contribute their strengths and have the extra support of their peers along with the teacher as a facilitator. According to Stephen Krashen, “[language] acquisition requires meaningful interaction in the target language - natural communication...” which they will encounter in their cooperative groups. Also, all lesson plans will address sheltered instruction observation protocols in order to develop the English language proficiency of English language learners in their classrooms. This includes elements like SDAIE and other ESL instructional models. In summary, all lessons will provide explicit standards-based objectives that succinctly describe what students must master and be able to do to ensure academic achievements in the classroom.

Culturally Relevant, Modification, and Best Practice for all Students Instructional strategies utilized by South Gate Elementary Academy will include, but will not be limited to, the following:

	Strategy	Poverty	Students w/ disabilities	Gifted	English Language Learner	Standard English Learner
Culturally Relevant Educational Strategies (Geneva Gay, 2000)	Classroom environment is culturally relevant and responsive to students	X	X	X	X	X
	Incorporating cultural experiences and prior knowledge into lessons (Jim Cummins)	X	X	X	X	X
	Lower Affective Filter by providing a risk free environment where students are able to express themselves freely (Stephen Krashen)	X			X	
	Incorporate Lauren Resnick’s Principles of Learning. <ul style="list-style-type: none"> o Accountable Talk o Academic Rigor o Clear Expectations o Learning as Apprenticeship 	X	X	X	X	X
	Culturally relevant literature	X			X	
	Guest Presenters (i.e. parents) for sharing and interviews. Also for career options	X	X	X	X	X
	Writing on real life topics to “real” people in the community (i.e. family). Share/request information	X	X	X	X	X
	Utilize Project based learning /cooperative groups to promote making structured decisions by providing opportunities to problem solve, question, collaborate and explore (Geneva Gay, 2000)	X	X	X	X	X

Accommodation/ Modification Strategies	Strategy	Poverty	Students w/ disabilities	Gifted	English Language Learner	Standard English Learner	
	Think-Pair-Share (Frank Lyman, 1981)				X	X	
	Total Physical Response (TPR) (James J. Asher, 1966)		X		X		
	SDAIE Strategies, Krashen & Cummins				X		
	“Hands On” instruction (i.e. use of manipulatives when needed by students)	X	X	X	X	X	
	Utilize all learning modalities (Howard Gardner’s “Multiple Intelligences”)	X	X	X	X	X	
	Monitoring of Individual Education Plans		X				
	Team Learning/Teaching (i.e. students will benefit from different teacher strengths)		X	X	X		
	Reciprocal Learning/Teaching (Palinscar and Brown, 1985)			X		X	
	Graphic Organizers such as VENN Diagrams, “Double Bubble,” “Story Elements,” etc. (D. W. Henderson, 1963)	X	X	X	X	X	
	One-on-one and Small Group instruction <ul style="list-style-type: none"> • Tutoring by University/College students; by parents; by MS/HS students; by upper grade students; by all other members of the school site; by community stakeholders • Self-Managed Centers • Instructional Aides • RTI Models: Response to Intervention <ul style="list-style-type: none"> ○ Diagnostic Assessment ○ Instruction based on needs ○ On-going assessment ○ Conferencing with parents/child about progress 	X	X	X	X	X	
	Guided Reading (Fountas and Pinnell, 1996)			X	X	X	X
	Conferencing during writer’s workshop	X	X	X	X	X	X
	Extra think-time and wait-time (Rowe, 1972 & Stahl, 1973)			X		X	
	Reduction in workload and homework	X	X			X	
	Tiered lessons in all subject areas (i.e. intensive, strategic, proficient, and advanced)	X	X	X	X	X	X
	Provide students with options when developing or presenting projects			X	X	X	X
Lesson extensions for gifted students and early finishers				X			
“Pull-Out” groups with parent participation and Instructional Aides	X	X	X	X	X		

Strategies and Best Practices for All Students
Balanced Literacy program (Fountas & Pinnell, and Marie Clay, Marilyn Jager Adams, and R. Anderson)
Writer's Workshop (Lucy Caulkins, 1994)
Literature Circles (Schlick Noe, K.L. & Johnson, N.J.,1999)
Strong arts programs incorporating drama, theater, music, visual modalities (Howard Gardner's "Multiple Intelligences")
Incorporate technology in all subject areas, especially to access, organize and present information (www.21stcenturyschools.com and National Council of Teachers of English Framework)
Utilize the Gradual Release of Responsibility Model: Teacher Demonstration – Shared Production – Independent Work (Pearson and Gallagher, 1983)
Character Education Programs (Committee for Children)
Inquiry Based Learning (such as the FOSS UC Berkeley program and AIMS)
Games, i.e. probability, language skills bingo, etc (100's available for every academic area of instruction)
FREQUENT field trips to study the community and its various components (one trip per year is not acceptable!)
Use of self-selected student portfolios
Critical Thinking/Problem Solving strategies (Bloom's Taxonomy, 1964)
Metacognitive Comprehension Strategies (S. Harvey, 2006)
Math Concept Lessons developed by grade levels based real-world applications (Edutopia) by using Marilyn Burns and Marcy Cook
Read-Alouds across the curriculum
Using and modeling of the Math Problem Solving Strategies by the teacher: <ul style="list-style-type: none"> • Solve a Simpler Problem • Predict and Test • Make an Organized List • Use Logical Reasoning • Make a Table or Graph • Work Backwards • Find a Pattern • Draw a Diagram or Picture • Make a Model or Act it Out • Write an Equation
Students will be able to apply the above strategies to solve their real-world problems in their projects.

SECTION 3: SCHOOL CULTURE AND CLIMATE

SGEA agrees to adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements; waivers will be applied for contractual items as necessary.

a. Description of Culture

Each student at South Gate Elementary Academy will have equal access to all grade-appropriate curriculum. Learning team stakeholders including but not limited to: students parents, teachers, instructional team, certified staff, and cafeteria workers will work together to provide opportunities to foster individual student needs. Our school community will promote solidarity among all of the stakeholders by working collaboratively through meetings, conferences, parent workshops, community outreach, an interactive parent center, and a supportive Parent Teacher Association. Parents will be actively involved in the governance of our school as valued members of all school supported counsels, and recognized as full partners in our school's learning community. It is the goal of the Leadership Team to include parents throughout its programs, councils and all committees. Parents will be an integral part of the decision-making process. SGEA will engage in open and frequent communication with parents in both Spanish and English languages, creating a comfortable atmosphere where parents and teachers can fully collaborate.

All students fit into our school and are provided with equal access to all grade-appropriate curriculums in their learning-rich atmospheres. All professional learning team stakeholders: parents, teachers, instructional team, certified staff, and cafeteria workers will value our students' individual needs and unique gifts. There is a prevailing aura of community purpose on campus that fosters solidarity, drawing in each stakeholder; invigorating them continually to attach their dedicated efforts and concern for the future academic success of both personally assigned as well as unassigned children enrolled in our rigorous class work at our school. Parents are particularly connected to the education processes in place and readily participate in governance councils, celebratory assemblies, and are respected partners in the learning activities in all academic processes.

SGEA's small school community will be established through cultivating an atmosphere of a family like culture. Teachers will know all students at their grade level by name. Opportunities for teachers and parents to foster a supportive family-like atmosphere include: parent workshops, school councils, conferences, classroom involvement, parent center and classroom parents. All stakeholders will be encouraged to participate in workshops and classes promoting education on ethics, integrity and character. SGEA will be a resource for the entire South Gate community and will be the center where everyone and anyone can come for service and for help. Families who are experiencing financial and social difficulties will be referred to the PSA, social worker or school counselor to address individual needs and suggest appropriate services. All families will be provided the opportunity to apply to the federal free meal program.

Frequently, our teachers and instructional leaders will examine student work and other collected performance data as they map out learning-centered curriculum based on the most current research and teacher-created best-practices and contingent intervention for children in need of supplementary support is always at hand for students requiring additional reinforcement. Dedicated parents are aware of academic expectations, are involved at home, and receive meaningful workshop invitations along with continuous progress updates with practice sheets and other tools as needed.

As new technology relevant to student learning becomes available, our instructional teams seek and procure viable grants offering student learners an added measure of experience with more sophisticated devices in classrooms that provide them with extra networking opportunities and numerous research sources on the World Wide Web. In addition, students will have access to an array which extends their content knowledge acquisition by way of multimedia or virtual experiences real enough to gain practical inroads to important learning skills attached to the essential California content standards.

Preschool Program South Gate Elementary Academy supports the research based premise that children from the age of birth to 5 years old are “extremely receptive and malleable-laying the foundation for future learning.”⁷ Further studies indicate that students who attend a high standard preschool program more often perform well on standardized tests, do not often repeat a grade, are more likely to graduate from high school and are less often placed in special education.⁸ According research, quality pre-K programs are known to help to close the school readiness gap before it becomes the achievement gap.

In recognizing the importance of early childhood education, SGEA proposes the inclusion of an LAUSD California state preschool which will operate on site for 175 days a year allowing 3 hours for each class served. SGEA will encourage parental involvement and school support to the preschool program, taking early steps to close the achievement gap. These programs would provide access to oral language improvement and literature read alouds so vocabulary development starts earlier. Another part of the curriculum in early child development would incorporate possibilities for fine-motor skill development. An assortment of craft projects, field trip opportunities, in-class life science projects and frequent experiences

⁷ National Scientific Council on the Developing Child (2008). The Timing and Quality of Early Experiences Combine to Shape Brain Architecture.

⁸ (*Preschool Education and its Lasting Effects: Research and Policy implications* by Steven Barnett, Sept. 2008)

with music, visual art, along with simple age-appropriate drama or dance activities provide vigorous learning experiences and help motivate younger children to appreciate learning in a school setting. In summary, SGEA will partner with high quality early childhood programs and effective prevention strategies to diminish challenges faced by families that affect school readiness and academic success.

Character: Character development to promote integrity, ethics and character will be a part of our overall education curriculum. In developing the character traits of a college bound, global community person, students will be exposed to a variety of academic opportunities, which explore making appropriate life choices. To achieve this goal SGEA will apply the state standard health guidelines using, but not be limited to the Nutrition Network materials: Second Step and To Good For Drugs.⁹ All teachers will assist in creating meaningful lessons to further the success of all students' character development.

b. College and Career Readiness

All college educated staff members will serve exemplary role models for continuing education and are encouraged, on a frequent basis, to share their respect for higher education. Students will also understand that their content standards and other learning objectives and expectations all exist to assist them in preparing academically and socially for their successful life experiences. Teachers will consciously use terms such as "When you go to college..." continuously until the students develop personal profiles of their future quests for life-long learning and benefactors of college learning experiences.

Our school family will also hold a college awareness month where we will feature the colleges that our staff and parents graduated from using a variety of activities which will be determined by the school community. We will have a career awareness day where different members of the community will speak to our upper grade students about their careers and their education that lead them to their positions. To further emphasize college preparation, all of our classrooms will be labeled with names of different California colleges and universities to familiarize students with state higher educational institutions.

Field trips to different Southern California colleges and universities will be made to accentuate the importance of a higher education. Our goal is to plant a seed in all of our students so that they view themselves as future college graduates

School promotion will be project based with emphasis on the state standards.

c. School Calendar/Schedule

Our students attend school according to the 180 day traditional calendar with extended day and summer school that would include electives and enrichment.

State education code states that Elementary schools, grades K -5/6 must be a minimum of 55,100 minutes per year. South Gate Elementary Academy will be adding a minimum of 80 extra minutes of summer school for general education and extended year for special education students, as well as a minimum 5,000 extra minutes will be used to offer extended learning opportunities including but not limited to sports, fine arts tutoring and other extracurricular activities. SGEA will extend the school day by 45 minutes to offer athletic programs, enrichment activities and other extracurricular programs.

Teachers will be extending their year by 15 days in order to include but not be limited to; the participation in the Summer Teacher Learning Institute, teacher planning and home visits. Teachers will collaborate for a minimum of 50 minutes each week by grade level in PLCs utilizing the time when students are participating in

⁹ See California Health Education Content Standards: <http://www.cde.ca.gov/be/st/ss/>

art, music, computer, library and other activities. Teachers may set aside extra time for collaboration as agreed by the grade level PLCs.

Sample Daily Schedule: At South Gate Elementary Academy teachers will implement a block schedule. However, when incorporating enrichment/resource activities such as computer science, and library time individual teacher schedules will vary slightly. We will strive to provide an integrated curriculum.

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-7:55	<i>Breakfast</i>				
8:00-9:00	ELA	ELA	ELA	ELA	ELA
9:00-10:00	ELA	ELA	ELA	ELA	ELA
10:00-10:40	ELD	ELD	ELD	ELD	ELD
10:40-11:00	Recess and snack				
11:00-12:00	Math	Math	Math	Music	Math
12:00-12:40	<i>Lunch</i>				
12:40-1:00	Math	Math	Math	Math	Math
1:00-2:00	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
2:00-2:20	Project Based Learning (Homework Help)				
2:20-3:04	Enrichment Activities (Art/Music/Dance/Drama)				

**Daily Schedule shows 19 minutes of banked time for professional development days.*

School Hours:

Grades: 1-5	8:00am-3:04pm except Tuesdays and Minimum/Short Days 8:00am-2:04pm
Kindergarten:	8:00am-1:30pm except Tuesdays and Minimum/Short Days 8:00am-11:40pm
*Times accommodate teacher planning time, and enrichment support	

d. Athletic programs and extracurricular programs

South Gate Elementary Academy will utilize the extended day to offer athletic programs and other extracurricular programs. Once a week, a collaborative team plans and designs mixing time where students attend different class for intervention, electives (art, music, theatre) enrichment in order to meet their individual RTI goals. A number of specified psychomotor periods provide time for physical education content and general physical exercise in conjunction with teacher planning / curriculum mapping / data analysis time. SGEA will partner with organizations detailed in Section 8, including Woodcraft Rangers and AYSO, to provide electives and sports activities. Extracurricular and athletic programs support SGEA’s educational mission of educating the whole child.

e. Student discipline

South Gate Elementary Academy will adhere to LAUSD’s Discipline Foundation Policy to create a productive and enriching learning environment by using positive reinforcement to encourage appropriate positive behavior, utilizing effective classroom strategies. South Gate Elementary Academy will employ full reinforcement of SWPSP (School Wide Positive Support Program). All staff will participate in rewarding positive behavior. Student leaders and recess yard supervisors utilize “Caught being Good” and WBR

“Without Being Reminded” tickets as a consistent reward system to encourage students who behave appropriately. A comprehensive system is regulated and revisited to ensure effectiveness (i.e., tickets are collected in classroom and a drawing is conducted every month that exemplify the chosen guiding principle of the month. Staff teaches students expected behaviors of conduct/character explicitly).

Staff will be given professional development about effective safety practices for the local school community. The school nurse as well as the teachers will attend professional development on safety. A safe school committee will be formed that will develop goals and activities for two different components; first, they will study the people and programs of the school family and community, and second, the physical environment. This committee will review areas of strength and areas needing improvement. Some of the school safety areas are but not limited to; California Safe School Assessment (CSSA). School Accountability Report Card, Single School Improvement Plan, Staff/Parent/other stakeholder’s Surveys, School Discipline Referrals and Student Social Adjustment Reports.

f. Health Mandates

IEP’s and 504 plans will be closely adhered to by the all staff. Second Step materials and Too Good for Drugs curriculum are available for teachers and anti-bullying seminars for staff and parents provide preventative measures. In addition, the school provides budgeted time for a campus nurse at school. The SST and IEP processes will incorporate and will follow the federal law governing response to intervention and special education guidelines for selecting 504 plans and well-documented individual education plans.

g. Nutrition Needs Describe how you will meet the nutritional needs of all students.

Research-based nutrition curriculum and appropriate California Dairy materials are fully utilized. Nutritional needs of students will be met by complying with all education codes, state, and federal guidelines for feeding students (i.e., well 3balanced meals limited in fat as per the federal guide lines. More fruits and vegetables will be served).

SECTION 4: ASSESSMENTS AND SCHOOL DATA

a. Educational Goals and Metrics

SGEA will meet or exceed API targets. Our instructional staff will regularly monitor metrics married to categories of data used in the LAUSD School Report Card. Student data continually tracks individual progress relative to SMART goals and identifies their academic deficiencies early so they receive immediate intervention earlier in the year until scores indicate mastery of specified skills. SGEA will meet or exceed district-wide goals.

Specific targets include:

- Meet the API and AYP targets each year until 100% of students score proficient or advanced on the CST by the 2013-14 school year as required by No Child Left Behind (NCLB). To achieve this ambitious goal, SGEA has created the following targets: Year 1’s target for ELA and Math are 15% above the baseline percentage of all students scoring at the Proficient or Advanced level. ELA CST scores will increase by 25% in Year 2, 25% in Year 3 and 28% in Year 4 until all students score Proficient and/or Advanced on the ELA CST. Math CST scores will increase by 15% in Year 2, 15% in Year 3, 7% in Year 4 until all students score Proficient and/or Advanced on the Math CST.
- Decrease the percentage of students scoring Far Below Basic and Below Basic by 20% in the Year 1, 50% in Year 2, 75% in Year 3, and by Year 4 all students will score at the Proficient and Advanced level. By Year 5 all students will score at the Proficient and Advanced level.
- Increase the percentage of 5th grade students scoring Advanced or Proficient on the Science CST by 15% each year.

- An increase in students identified as Gifted to a minimum of 10% (whole school and subgroup) of the school population.
- An increase in redesignation by 20% of English language learners from limited-English proficient status.
- An increase in the percentage of English learners scoring Early Advanced and Advanced by a minimum of 15% per year on the CA English Language Development Test while remaining committed to instruction that provides opportunity for all of our students to progress significantly toward redesignation each year.
- An increase in the percentage of Students With Disabilities performing at Basic and above on the ELA and math CSTs, one of the Modified Consent Decree outcomes. The District's 2009-2010 target is 35% for ELA and math. This firm commitment to academic excellence places these students in a far better position to succeed in their middle school curriculum and then successfully graduate from high school.
- Student attendance will be 96%. Feeder elementary schools exceed that rate, while the relief schools fall short of it.
- An increase in high school graduation rate and college readiness: Preparation begins in middle school. We will promote regular articulation (minimum of three times a year) with the feeder high schools to monitor progress of South Gate Middle School alumni in order to reflect on the quality of our middle school instructional program and student preparation.
- A process designed to reduce and eliminate the need for suspensions. The District's minimum reduction of student suspensions is 5% each year. Our Parents and staff will fully utilize State approved, research-based intervention programs like "Second Step" and "Too Good for Drugs" as preventative measures to help all students succeed. Our instructional leaders and school councils will continually monitor trends data of any students who need additional support, and/or are experiencing school adjustment / behavior related difficulties in order to work at in the initial detection stage when preventative measures are still attainable before conditions occur leading to student suspensions.
- Utilization of Welligent to monitor progress of student's meeting their IEP goals and the school meeting MCD Outcomes. Our school will continually monitor State mandated milestones and deadlines to ensure students and families are served in a timely, equitable manner.

In order to fulfill SGEA's mission and vision, we recognize the essential need for South Gate parents and SGEA educators to continually work collaboratively and always strive to take an active role in each child's education at home and at school. SGEA expects that in this environment that at least 99% of parents will report that they strongly agree or agree that: 1) there are opportunities for involvement 2) they feel welcome at the school 3) report a high level of involvement 4) are involved at home and 5) have open communication with staff and teachers at SGEA.

South Gate will fulfill its mission and vision to provide a safe environment for their staff and students by formulating a well-developed Safe School Plan, reviewed and updated each year. South Gate expects this safe environment will be perceived by the students and 100% will report that they agree or agree strongly that they feel safe in their school in the School Experience Survey for Students.

South Gate will continue to promote high expectations for high Staff and Student daily attendance at school, and will meet or exceed the LAUSD district goal of 96%.

Appendix J details goals and projections for South Gate Elementary Academy over the next 5 years.

The Accountability Matrix that details the school’s quantifiable achievement goals, including CST scores, attendance levels, retention rates, number of behavioral incidents, progress on IEP goals for students with disabilities, and additional metrics for each of its first five years of operation can be found in Appendix J.

b. Student Assessment Plan

Teachers and administrators will design and administer formative and summative assessments and analyze data to systematically monitor the impact of the teacher-developed, standards-based lessons and assessments on student learning. The school will also administer District periodic assessments—for language arts, social studies, mathematics and science—and the state California Standards Test (CST). All scores will be posted on student portfolios to compare results between classroom, District and CST scores. In addition, as an option, to gauge student language readiness skills, teachers may also choose to give a battery of assessments provided through the Consortium on Reading Excellence, Inc., (CORE) www.corelearn.com Assessments available through CORE include the following:

Purpose/Rationale	Assessment Title	Frequency	Grade Level
Phonological Awareness Assessment	CORE Phoneme Deletion,	3 times	k-1
	Phonological Segmentation,	as needed	2-3
	Spanish Phonemic Awareness		
	CORE Phoneme Segmentation	as needed	2-3
	Sheffellbine’s BPST	3 times	2-3
	CST	Yearly	k-5
	Anecdotal Records; Dictation Dictation Journals; Informal Readings	daily	k-5
Decoding and Word Attack Assessment	CORE Phonics Surveys English/Spanish	4-6 weeks	1-2
		as needed until mastery	3 1-2
	San Diego Quick	if desired	2-3
Spelling Assessment	CORE Spanish Spelling Inventory	late in year	k
		3 times	1-3
		as needed	4-5
Vocabulary Assessment	CORE Vocabulary Screening	2 times	1
		3 times	2-5
		Chritchlow Spanish Verbal Scales	4-6 weeks as needed

Fluency Assessment	MASI-R Oral Fluency	Winter/Spring 3 times as needed	1 2-3 4-5
Comprehension Assessment	CORE Reading Maze Comprehension	3 times	2-5
Writing/Writer's Workshop Assessment	Observations Anecdotal Records; Conferencing; End of Project Rubrics; Notebooks; Quick- Writes; Periodic Writing Assessments; CST (2-5)	Daily Weekly Monthly 6 weeks Yearly	k-5
Guided Reading Assessment	Developmental Reading Assessment (DRA); Informal Readings (w/volunteer) Anecdotal Records CST Results	1 time at start of year Once per week Weekly Yearly	k-5
English Language Development (ELD) Assessment	Quarterly Writing Assessment CELDT Scores ELD Portfolios ELD Rosters CST Results Reader's Theatre Rubrics	Quarterly Once 3 times Monthly Yearly Bi-Monthly	k-5
Math Assessment	enVision Assessments Grade Level Formative Math Journal w/Rubrics Anecdotal Records Informal Observations Math Project Rubrics CST Results	Weekly Monthly Weekly Daily Monthly Yearly	k-5
Science Assessment	Project Based Learning Rubrics FOSS Rubrics Grade Level Formative Presentation Rubrics Anecdotal Records CST Results (2-5)	At Culmination Yearly	k-5
Social Studies Assessment	Grade Level Formative Project Based Learning Rubrics Anecdotal Records Informal Observations CST Results (2-5)	At Culmination Daily Daily Yearly	k-5

P.E. / Health / Art / Music
Assessment

Project Based Learning
Rubrics
Grade Level Formative
Gallery Walks by Peers
Portfolios
Anecdotal Records Daily
Informal Observations

At Culmination k-5

Below is a timeline and description of each assessment:

ASSESSMENT & PURPOSE	DESCRIPTION	ASSESSMENT PROVIDER	FREQUENCY AND TIMELINE
Calif. Standards Test: Eng. Lang. Arts Writing Math Science History-Social Science	Summative State standards test by grade level and content. (Fitness Gram is for physical education)	The State of California in contract with Educational Testing Service	Administered once per year after 100 days of instruction, typically the last week in May/first week in June over a 1 – 2 week period.
Periodic Assessments ELA, Math, Soc. Studies, and Science to gauge how well students are demonstrating proficiency on a set of state standards in each content area.	Formative District assessment of a set of state standards as described in <u>each</u> content’s District Instructional Guide.	LAUSD in contract with Princeton Review	As stated above.
School Developed Common Literacy Assessment to measure the effectiveness of the English Language Arts instructional program and <i>literacy across the curriculum (i.e. interpreting theme in literature is similar to identifying a thesis in a science text)</i>	Authentic summative standards-based reading & writing assessment: <i>Narrative/Descriptive and Expository/Persuasion</i> administered to all students who will read the same text and write to the same prompt.	A team of teachers will design the assessment (select the text, write the prompt and create the rubric)	As stated above.

c. Data Team and Instructional Team

Academy Leadership Teams and interdisciplinary instructional teams will analyze assessment data results to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components. SSC will use these analyses to monitor and evaluate the SPSA. The Research Guidance Council will provide technical support and coordination.

ASSESSMENT	GOAL OR PURPOSE	DATA ANALYSIS PROCESS	IMPLICATIONS															
California Standards Test (CST)	<p>NCLB TARGETS All California Elementary School Percentage proficient or advanced</p> <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>67.6</td> <td>68.5</td> </tr> <tr> <td>2011-12</td> <td>78.4</td> <td>79</td> </tr> <tr> <td>2012-13</td> <td>89.2</td> <td>89.5</td> </tr> <tr> <td>2013-14</td> <td>100</td> <td>100</td> </tr> </tbody> </table>		ELA	Math	2010-11	67.6	68.5	2011-12	78.4	79	2012-13	89.2	89.5	2013-14	100	100	Results are available generally around August for LAUSD schools, via <i>MyData</i> and <i>DSS</i> . During Professional Development time department, academy and grade level staff will analyze disaggregated data for critical findings and implications. Interdisciplinary teams, during common planning periods, will do the same.	Results will be analyzed by departments to inform instruction, the design of future instruction,, and professional development
	ELA	Math																
2010-11	67.6	68.5																
2011-12	78.4	79																
2012-13	89.2	89.5																
2013-14	100	100																

ASSESSMENT	GOAL OR PURPOSE	DATA ANALYSIS PROCESS	IMPLICATIONS
	SGEA strives to meet and exceed all LAUSD and state targets by 2015.	Individual teachers will do so as well and guide their students in individual data analysis through the flex period.	
Periodic Assessments	100 percent completion Percentages proficient or advanced in line with CST goals	Results are available within 48 hours of assessment through <i>MyData</i> . Same as above.	Results will be analyzed by departments to inform instruction, the design of future instruction, and professional development
School Developed Literacy Assessment	To score a “3” or above on a 4pt. rubric scale	To learn how proficiently students write, grade level teachers will score the papers, select anchor papers, write commentaries on them and analyze the findings. Findings will be presented in a graph form by grade level, academy and schoolwide.	Findings will be shared with the staff to: a) Refine the assessment and/or rubric as needed, and/or b) Refine the instructional program through Lesson Design Study (Action Research) to produce better results.
Subject Matter Common Assessments	To score at “proficient,” as determined by each department.	Grade level teachers score assessments, select anchor papers, write commentaries on the anchors and analyze the findings.	Findings will be shared with the Grade Level to: a) Refine the units and/or assessment through Lesson Design Study; b) Refine instructional program, if needed.
Student Portfolios	To authentically demonstrate: a) individual student growth toward proficiency, and b) continual improvement of the quality of instruction	Mid-year and end-of-the year Review: By grade level teachers review the contents of the student portfolio as described in chart above	Findings will be shared with the Grade Level to: a) Refine the units and/or assessment through Lesson Design Study; b) Refine Dept. instructional program, if needed.

d. Data Systems

All teachers, administrators and support staff will be trained on how to use the District’s ISIS – *Integrated Student Information System*, which allows timely electronically tracking of student records and assessment data through *MyData and DSS*. In addition, Welligent, which is part of ISIS allows the District and school to use Modified Consent Decree indicators to electronically measure progress of students with disabilities.

e. LAUSD School Report Card (SARC)

As an internal applicant, the LAUSD School Report Card will be used to track assessment data and other metrics to inform programmatic and instructional decision processes, and to identify specific areas of need when planning curricula professional development and other school training components. This Report Card will be available on the District’s and school’s website and its information and implications will be considered in school improvement related actions taken by each of the parent advisory committees and governance councils.

f. Research and Evaluation

To ensure that the District captures, learns, and replicates best practices,

the school will commit to participation in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. One specific higher education institution in particular is with UCLA’s Graduate School of Education, under the guidance of Dr. Wilford Wilms, who will help the school develop a Professional Development and Instructional Program survey. The school community will analyze results in order to further optimize programmatic and instructional decisions.

g. Operational Goals and Metrics

As an internal applicant SGEA will use all existing LAUSD operational services and follow collective bargaining agreement for all operational goals. SGEA also has set a goal of high teacher retention, the metric and corresponding NCLB accountability are detailed below.

OPERATIONAL GOAL	METRIC AND PURPOSE OF METRIC	HOW METRIC MONITORS PROGRESS TOWARD NCLB ACCOUNTABILITY
Teacher retention	<p>Action Research</p> <p><i>Participation in Professional Learning Communities: Lesson Design Study Teams and Academy Teams.</i></p> <p><i>A) Lesson Design Study, a form of Action Research</i></p> <p><i>B) Walk-Throughs – Teacher peers observing students at work in classrooms which has implications about how conducive the classroom environment is for learning, how well a teacher implements department and schoolwide instructional strategies</i></p> <p><i>C) Continual monitoring of what a teacher needs to deepen their pedagogy and subject knowledge</i></p> <p><i>D) Surveys</i></p>	<p>NCLB Accountability – High Quality Teacher <i>Not feeling supported is a major reason that teachers leave the profession or the school and not meeting the criteria for being a High Quality Teacher is a reason teachers are dismissed.</i></p> <p>A) The quality of participation in the Professional Learning Communities, i.e. Lesson Design Study teams and Academy Teams will be a measure of the collaborative peer-support a teacher is experiencing in the conduct of his/her professional work</p> <p>B) Walk-Through protocols will engage teachers needing assistance and guidance before teacher performance evaluation. (A poor evaluation could lead to dismissal.)</p> <p>C) In addition to the checking that is built into Lesson Design Study, this monitoring, and the offering of support, will be a main element of the formative stages of teacher evaluation and new teacher support by school administrators.</p> <p>D) Anonymous polling of professional climate</p> <p>A)-D) above will provide data for action research Toward improving teacher support of student achievement needs.</p>

SECTION 5: PROFESSIONAL DEVELOPMENT PROGRAM

SGEA will adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements; waivers will be applied for contractual items as necessary.

a. Professional Development

South Gate Elementary Academy’s goal for professional development is to target the areas of need of our students as determined by analysis of API Base vs. Growth; by CST trends for students with disabilities, gifted students; by ELA and Mathematics trends for all subgroups and by grade level within subgroup. SARC data will be utilized, as well as information obtained from the “My Data” section in the web page for

LAUSDnet. Once needs are determined, professional development will target efficacy of delivery for those objectives identified. For example, if a class in a particular grade level received lower scores in the OCR comprehension assessment, teachers whose classes received higher scores will demonstrate strategies they utilize with their students in delivering comprehension instruction. We will also utilize organically developed formative and summative assessments to gain additional information on our students.

Teachers, parents, and instructional leaders will drive professional development targeting all areas of expertise in all disciplines. Project Based Learning (PBL) training will be specifically addressed as described in section 2b. Teachers will have a minimum of two hours each week for preparation and planning time. PLC team meetings will be the vehicle used to monitor our growth as professionals. The culture will be collaborative, collegial and supportive. For example, teachers will model lessons utilizing their own classrooms and their own students for other colleagues. Some teachers may want to videotape themselves and share their analysis with other grade level members.

Teachers will attend the SGEA Summer Teacher Learning Institute (STLI) that takes place three weeks prior to the start of the school year. STLI is a time set aside specifically for lesson planning, room preparation, PD and opportunities for home visits so teachers can forge a strong bond with families. Planning will include cross grade level articulation, and examine individual student data including, but not limited to, CST scores, attendance, projects and other assessments.

A primary objective of the STLI of time will be trust building and team building. Trust among the stakeholders is a must if we are to succeed as teams. We must be able to examine each other's practice and look at "the brutal facts." (Schmoker, 2006) Our teams will be more effective and focused as a result of strong ties among parents, teachers, instructional leaders, and community members. At the start of the school year, or at the end of the previous school year, an instructional focus will be chosen. For example: "Increase fluency among our ELL population by 10 words per minute for the first assessment period." (among other goals that will be set) Once the focus is determined the teams will choose the best way to proceed, i.e., what strategies will be model for our students? How will we know when they have reached mastery? What do we do to provide additional support?

South Gate Elementary Academy will pursue partnerships with local universities and community colleges including Pepperdine, LMU, UCLA, Cal State LA, Cal State Dominguez Hills, and East Los Angeles College. Students from the local high schools will be invited to complete their service learning hours volunteering at SGEA. Input for professional development focus will be sought from these institutions' Teacher Education Programs and Schools of Education, and their students and faculties. Their faculty and students will support the analysis, design, implementation and review process of our professional development... These organizations will also lead professional development sessions in collaboration with teachers from South Gate Elementary Academy.

Design of professional development will incorporate various learning modalities, and students' cultural backgrounds utilizing all research available, such as Howard Gardner's "Multiple Intelligences," and "5 Minds for the Future."

The Professional Learning Communities will assess as necessary. The cycle used will be one of assess, use information to design professional development, impart lessons, analyze again, and adjust as necessary.

Common preparation times will be integrated into the school day through our extracurricular activities, i.e., music, library, motor skills, and computer technology.

b. Teacher Orientation:

Teachers will begin the school year with a 3 week period before classes start in order to get to know their students and their families, in order to review data, and to plan the academic year. During this period, new teachers will be paired with a mentor teacher from SGEA for peer assistance and review. The mentor will

provide model lessons for both new and existing personnel. Lessons will be planned jointly, delivered, and then debriefed. Enhancements will be made as required. Master teachers will provide additional support.

Teachers observe demonstration lessons; teachers plan, develop, implement, and enhance lessons jointly with other faculty members. Next, teachers will plan, implement, and debrief lessons in PLCs. Teacher resources, enrichment courses, teacher development classes will provide up to date professional discourse through staff development opportunities and conferences led by internal and external experts.

The gradual release of responsibility model will be utilized for instructional strategies: student learning initially will be guided, then teachers will guide practice, and soon the students will engage in independent practice. Special attention will be given to strategies that allow for differentiated instruction, including ELL, ELA/ALD strategies; culturally relevant education, and gifted.

c. PD Calendar

New and continuing teachers and parents shall be provided with hours of mentoring/partnerships each week as needed stated below:

AUGUST	3 weeks prior to school year	STLI: home visits, orientation, professional development, planning, reviewing cumulative records, but most importantly for trust/team building.
SEPTEMBER-JUNE	2-3 times/week	Professional Learning Communities will meet 2-3 times per week. Release time will be secured by enrichment activities mentioned in the sections above. In addition, early dismissal on Tuesdays will provide additional hours for Pd and PLC work.

d. Program Evaluation

Teachers will review periodic formative and summative assessments to examine the effect of our instruction on our pupils. Adjustments will be made as necessary to fine tune the content and delivery of instruction. A reflective model consisting of the following stages will be utilized: Design- Implement – Reflect – Redesign – Re-Implement.

Data will be collected by means of teacher surveys that allow teachers to reflect growth of their practice. Data from all assessments will be analyzed. Strengths (areas of growth) will be determined, as well as continuing areas of need. Learning walks and videotaping of lessons may be utilized at the teacher’s discretion. Protocols will be established by PLCs to analyze student work and progress. For example, each of the teachers of a particular grade level PLC will bring samples that are scored below, at, or above grade level. Teachers will rank student products according to previously agreed upon rubrics. Review of scores will provide the opportunity to discuss discrepancies in scoring, and generate information to enhance delivery of instruction. Data will be collected within an approximate cycle of every 4 weeks.

SECTION 6: PROFESSIONAL CULTURE

SGEA will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements; waivers will be applied for contractual items as necessary.

a. Professional Culture

South Gate Elementary Academy will be led by teachers and parents; decisions will be made with full participation by teachers and parents. Parents, Instructional Leaders, Teachers and Classified staff fully participate in decision making as members of the Instructional Leadership Council, School Site Council, and designated Personnel, PD and Budget Committees. Three Instructional Leaders manage the administrative responsibilities that a principal normally handles. Instructional Leaders will also work directly with students

and along side teachers in the classroom, promoting a professional culture of respect, understanding and collaboration. See Appendix E for organizational chart.

Teachers at South Gate Elementary Academy will fully collaborate in grade level Professional Learning Communities (PLCs). Teachers will partner within PLCs and team teach, planning lessons together, delivering the lessons with actual students, then debriefing and using the analysis to make modifications. The cycle is then repeated. Teachers will educate parents on strategies that will allow them to support their child's learning at home. SGEA will foster an environment that encourages parents to come into classrooms for instructional social and emotional support.

Norms of behavior will be set by all stakeholder groups, and will include at least the following:

- Everyone gets an opportunity to present their ideas and opinions
- All ideas are respected
- All members monitor "air time" (how long each person speaks...)
- All members reserve the right to "pass."

Teachers will determine students' grades in conference and collaboration with colleagues, parents, students, and Instructional Leaders. Teachers will create lesson plans, maintain grade books, and submit grades according to district reporting periods, progress reporting periods and semester reporting periods.

b. Evaluation

A reflective Peer-to-Peer model (P2P) will be employed to evaluate staff. Teachers will choose partners with whom they wish to work. P2P will involve planning lessons together, delivering them in classrooms, peer observations, debriefing and enhancing lessons. Lesson Study will also be a part of this process.

The Staff will also perform lessons for discussion and observation by all teachers at grade level and/or entire faculty. Staff will also work on self-selected projects. One such project could be to provide seminars for parents on vocabulary development, comprehension, writing, and the like. Another such project could involve the preparation, testing, and enhancement of lessons that could be used by other staff members, parents, substitutes, etc.

The Professional Development Committee, will full input from teachers and parents, will design an evaluative model to be used to perform the teacher evaluations. Teachers being evaluated will present and evaluate their lessons with input from their peers. There is a protocol with which student performance products will be analyzed for mastery. This information will be incorporated into the evaluative model. Areas of mastery will be noted, as well as areas of needs and plan for improvement. This model will be revisited as needed throughout the year. A designated Instructional Leader will be a resource for parents and teachers during the process.

c. Feedback

Feedback will be used to drive instruction. Instruction will be data driven, utilizing previously described tools. Teachers will discuss the areas of improvement that need to be targeted in grade level PLCs. Feedback will inform delivery of instruction and content. All staff will utilize the reflective model for feedback: Design-Implement – Reflect – Redesign – Re-Implement. Teachers will receive feedback as needed/requested, but at three times per school year. Feedback will be discussed and delivered to the designated Instructional Leader.

The PD committee will design surveys to be given at the conclusion of professional development sessions. Teachers may complete the surveys at that time and place them in a slotted box for Instructional Leaders to review. Staff may also write comments or suggestions place them in the box regarding any school issue, e.g. scheduling, lunch procedures, assemblies, etc.

SECTION 7: SERVING SPECIALIZED POPULATIONS

a. Specialized Instruction

South Gate Elementary Academy will uniquely support our Special Needs population by providing monthly meetings that target students with special needs including RSP, Gifted/Talented, Speech and Language, ELL students, and homeless students. This will ensure that student's needs are monitored regularly and progress is made in meeting student's specific needs.

b. Special Education

South Gate Elementary Academy teachers will be instrumental in initially identifying and monitoring students who may require specialized services, either due to a disability, homelessness, or gifted and talented. Teachers will use classroom data obtained in the form of summative and cumulative assessments and informal and formal observations. Prior to referring students who are performing below grade level or demonstrate a need for specialized services to the Coordination of Services Team (COST), teachers will refer students to a Teacher Success Team (TST). This team comprised of a panel of grade level teachers and Instructional Leaders would recommend strategies and provide additional support for the teacher. Support will be provided in the form of team teaching with the SGEA designated Response to Intervention Coordinator. Both teacher and RTI Coordinator would meet after 4 to 6 weeks to reassess students for progress. Student's showing limited to no progress would then be referred to COST. COST is a team consisting of a panel of Instructional Leaders, Pupil Service and Attendance Counselor, school psychologist and a special education teacher who will review student's data to recommend a plan that will best service the needs of the individual student. Accommodations will be suggested by school psychologist and/or special education teacher and implemented by parents and teacher. At this time, students who have not shown observable progress using proposed strategies may be referred to a Student Success Team which will consist of the student's parent or guardian, general education teacher, administrator, and school psychologist.

The SST will recommend a specific plan of action which will be implemented in the classroom. In addition, recommendations will also be given to the parent to ensure home involvement. The team will review student data in the areas of reading, writing, and math to determine if testing is required for possible special education placement. An initial Individualized Educational Plan (IEP) meeting will be held to decide if student qualifies for special education services, which includes the Resource Specialist Program, Speech and Language Services, Counseling, or Special Day Class placement according to least restrictive environment as stated in Public Law 94-142: The Individuals with Disabilities Education Act now referred to as IDEA. Students will be monitored yearly to review progress during an Annual IEP meeting and a Comprehensive assessment will be held every three years to ensure proper placement. Special Education students will be mainstreamed as determined in their Individualized Educational Plan with the goal being to provide disabled students, as stated under the IDEA Act's Terms, education with children who are not handicapped only "to the maximum extent appropriate."

South Gate Elementary Academy will designate a Gifted Coordinator who along with the School Psychologist will be instrumental in identifying potential gifted/talented students. South Gate Elementary Academy will employ the current identification process utilized by LAUSD which consists of the following; search and referral, screening, committee review, and district verification. Search and referral will consist of the development of an initial list of potential candidates. An Instructional Leader or designee screens students by collecting data from existing sources, such as the cumulative record and progress report card. School personnel may use the Student Information System's (SIS) potential list. The local school Screening Committee will review and make a recommendation for consideration of eligibility of students. When appropriate, an intellectual assessment or an evaluation of academic abilities, or audition in the performing arts, or a demonstration in the visual arts may be required. Finally, District verification consists of a designated District staff member who reviews all screening and assessment materials and determines the eligibility of students.

South Gate Elementary Academy will strongly support our gifted/talented students by providing them with teachers who are specifically trained in Gifted/Talented Education. Teachers will utilize strategies such as Depth and Complexity, Think like a Disciplinarian, Differentiated Instruction, Accelerated Learning, Universal Themes, and academic menus to challenge this student population. Teachers will be trained in these strategies during PLC's and attend conferences and trainings offered by the LAUSD and Universities. For example; USC Summer Institute for Gifted/Talented Education and UC San Diego Certificated Program in Gifted/Talented Education.

Homeless students will be referred to Pupil Services and Attendance (PSA) Counselor and on site Social Workers. They will serve as a Liaison to help the student and their families in seeking assistance from local agencies. Students will be monitored by the Counselor and/or Social Worker to ensure family and student's needs are met.

ii. **Students With Disabilities** South Gate Elementary Academy will provide a free and appropriate public education with rigorous standards for all students, including those with disabilities. Special needs will be addressed through academic interventions applied in the least restrictive environment for all students, and services that address individual student. SGEA will have monthly meetings that target students with special needs including to ensure that student's needs are monitored regularly and progress is made in meeting student's specific needs.

iii. **Extended School Year** To ensure our students who have special needs are making progress we will provide additional hours of instruction through an extended school year program. This will be conducted during the summer for four to six weeks, four hours a day Monday through Friday.

iv. **English Language Learners and Standard Language Learners** Identification of English Language learners will be made using a Master Plan Rooster along with test results from CELDT exams and ELD portfolios. Students not making progress will work with teachers, Instructional Assistants and the Categorical Program Coordinator in a Push in Program. The Coordinator will monitor the Push in Program and will work closely with teachers and Instructional Assistants to create culturally relevant lessons targeting student's needs to meet ELA Standards. Teachers will be responsible for monitoring student progress using ELD Portfolios which contain ELD Standards. Teachers will monitor progress made on a bimonthly basis looking at student work and reevaluate appropriate strategies such as; Thinking Maps, SADIE, realia, TPR and resources like the district adopted program Into English!, will be used to meet the students needs and help them to progress in language ability. Standard English Learners and English Language Learners will participate in small groups to better target instruction in Language Development. Teachers will utilize homogenous and heterogeneous grouping which is a strategies that will be used during Writer's Workshop, Reader's Theater, and Guided Reading. Team teaching is an additional strategy that will be used to target student's needs. South Gate Elementary Academy will focus on creating culturally relevant lessons that encourage accountability and model academic talk to enable students to learn the English Language and be successful for the future.

b. At Risk Students At South Gate Elementary Academy we will strive for every student to achieve grade level performance. We will work closely with students who are performing below basic or far below basic. Teachers will monitor student's performance using class work, assessments, and formal and informal observations. Teachers will develop lessons to minimize learning difficulties and regularly assess students in cycles of 6-8 weeks to gauge progress made. Students not meeting grade level standards will be serviced through a Response to Intervention (RTI) Coordinator. The primary goal of the RTI Coordinator is to utilize assessments and interventions that incorporate a multi-level approach which will target learning gaps and minimize behavioral issues that often arise with lower performing students. They will follow the IDEAL Problem Solving Model by Bransford and Stein (1984). The model includes: Identifying the problem to be solved, Defining the problem, Exploring alternative solutions, Applying the chosen solutions, Applying the

chosen solution, and Looking at the effects. The RTI Coordinator will monitor students for progress, poor learning outcomes, provide evidence-based interventions and make adjustments to instruction based on student needs. Student's not showing progress will be reassessed and an alternative plan will be developed better meet the student's needs. RTI Coordinator may also refer students to SST to assess for learning disabilities. This will enable us to target instruction and better meet the specific needs of our students.

Social and emotional needs will be addressed through a referral process to the school Psychologist or to the school's PSA Counselor. The PSA counselor, in coordination with the social worker, will form peer support groups to address specific emotional and social issues. These groups will provide support through positive reinforcement, individual and group counseling, role playing activities, and teach students coping skills to help them self monitor inappropriate behaviors. They will meet weekly. In the classroom, teachers will utilize Second Step and character development curriculum to promote appropriate social behaviors and interactions.

8. Family and Community Engagement Strategy

a. Identification

South Gate Elementary Academy students will come from nearby Bryson and San Gabriel Elementary schools. The school community is comprised of approximately 98% Hispanic members of which the largest being of Mexican-American descent with an increasing Central American population. Approximately 30%-39% will be English Learners (Bryson currently has 30%, San Gabriel 39% English Learners).

Approximately 90% of the population will be identified as economically disadvantaged. Bryson has identified 86% of its population as economically disadvantaged, with 88% students participating in free or reduced-price lunch; San Gabriel has identified 93% of its population as economically disadvantaged, with 100% participation in free or reduced-price lunch.

South Gate Academy's gifted/talented population is expected to be 10%. Currently Bryson Elementary has identified 4% gifted students and San Gabriel currently has identified 2%. We surmise that the gifted students have been under-identified in these schools and the true percentage of gifted students at South Gate Elementary Academy will be a 10% population percentage. Approximately 10% of the students will be classified as special education students. Bryson and San Gabriel currently have 9% and 10% students with disabilities, respectively. As mentioned above, 90% of the South Gate Elementary Academy population is economically disadvantaged.

We, the RFP Leadership Team, have developed this proposal to best serve the needs of our school community based on input from our community members, including parents and teachers from the feeder schools, our extensive experience as educators in and out of the classroom and on research based approaches to education. See Appendix D for community engagement materials that detail the needs of the South Gate Community, including meeting agendas, results from meetings with parents and teachers.

The majority of our RFP leadership team lives and teaches in the South Gate area. We strongly believe we best know the needs of this community in which many of us have lived, and all of us have served. We are dedicated in meeting these needs as we have a vested interest in all of our students and school families. All teachers on this team have worked in this South Gate community for fifteen years on average with a range of 10 to 36 years of teaching.

All teachers on this team feel strongly that the plan we have written, to the best of our ability, truly addresses parent and teacher concerns for a quality education for all of the students in our school community. Having lived and served in this community has allowed us to be a part of the school families, which we serve. Because the members of this team feel strongly that each student deserves equal access to a rigorous academic program with dedicated and caring teachers and parents working together in as a school family, we have dedicated many hours of our own time to address this opportunity for real change. We look forward

building a school as a community of parents, teachers, administrators and staff, that will provide the highest quality education that every child deserves.

Teachers are willing to provide parent workshops to empower them to help their children succeed in all academic areas, parent training to familiarize parents with the curriculum and California content standards, after school tutoring for willing students to master grade level skills and concepts. This would enable students to successfully move from far below basic and below basic levels to basic, proficient or advanced levels. This time and effort is based on a volunteer basis. Also, in aligning the nutritional needs of the community, Network for a Healthy California will provide parents with workshops regarding nutrition and access to food stamps. As talented and experienced professionals who have served in the targeted community since the influx of second language learners, this team brings a broad educational base of experience and academic achievements supporting strong relationships and ties to this proposed South Gate school community.

The school community also includes not only our parents, students, teachers, and staff, but also local business neighbors, churches, organizations. Public services which encompasses our police department, library, utility companies, parks and recreation, participating university support teams, community volunteers, as well as the members of our bordering neighborhood community at large. Proposed community-based organizations, cultural institutions, and corporate resources such as Office Max, Apple Inc., and Target will be a part of the team. Students from the local high schools will be invited to complete their service learning hours volunteering at SGEA.

In addition to the organizations listed above, the South Gate community has the following resources available:

Tutoring:

American Legion #335 – 9535 California Avenue, South Gate CA 90280
American Legion Auxiliary – 11269 Garfield Ave., South Gate CA 90280
Hollydale Sr. Citizen’s Center – 1221 Industrial Ave., South Gate CA 90280
Optimist & Rotary Club – SG Park Banquet Room 4900 Southern Ave
Sr. Citizens’ Club - 4885 Tweedy Blvd., South Gate, CA 90280
South Gate Women’s Club – SG Park Girls’ Clubhouse P.O. Box 1812 South Gate CA 90280

Community Resources:

JADE Family Services – 9321 State Street, South Gate CA 90280

Sports and Life Skills:

Boy Scouts of America – Scout Huts on Tweedy and Pinehurst
Girl Scouts (Angeles Girl Scout Council) P.O. Box 4030 Santa Monica CA 9041
American Youth Soccer Association – 8993 San Luis Ave., South Gate CA 90280
Eagles/Eagles Auxiliary – 8100 Otis Ave., South Gate CA 90280
South Gate Youth Football and Cheerleading- Boys and Girls ages 5 to 14; www.sgyf.org

b. Family and Community Engagement

The South Gate Elementary Academy supports numerous opportunities for its school family to be completely engaged in representing its school family. Parents will be integral members of the School Site Council, Instructional Leadership Council, Personnel, Budget, PD and auxiliary PD Committees, as outlined in the School Governance section of this document.

There will be numerous opportunities for families and community members to participate in the initial planning as well as the ongoing development of South Gate Elementary Academy. There will be both formal

and informal opportunities to allow all members to explore the variety of involvement and decision making choices. The entire school family will meet yearly to reflect on program implementations as a way to confirm what parts are working well for our school population and new ideas for future consideration.

Yearly and monthly calendars, monthly news letter, weekly updates, telephone and email support will communicate South Gate Elementary Academy's school, business and related events and functions in order to establish an ongoing communication base for our school family. Special events will occur several times a year to allow parents to have an open involvement with their school continuing the opportunity to become involved in the many school programs being developed for parent participation.

In order to establish a more cohesive school beginning for both students and parents, kindergarten will participate in a one week, interview process prior to the start of the school year, allowing the teacher, parent and student relationship to form a more active and trusting bond with South Gate Elementary Academy.

At least one week prior to the beginning of the school year, the kindergarten staff will contact each of the students from their assigned classes. When possible, the teacher and another member of staff will make a home visit and conduct an interview process with both student and parent. Some informal as well as formal testing will take place in a non-threatening atmosphere so both teacher and parent can observe and assist in setting initial goals to be addressed at home and at school for the student's success. The students and their parents will be invited to come and explore their new classroom and parents will be given the opportunity to ask questions, become familiar with the teacher, the program and the opportunities to participate in the for kindergarten classroom as well as the various school volunteer programs and school councils.

Home visits will also be conducted at other grade levels in an informal manner when possible. All teachers and parents will have the time during the three week Summer Institute to meet in order to review the school plans, the classroom academic standards, safety and behavior goals and expectations, rights and responsibilities of each member of the school community, the grade level curriculum and questions can be asked and answered.

Gatherings for parents with children in various grade levels will help create a more trusting environment in which the parents will be able to further establish a bond of trust with the school and the classroom teacher. Some of these opportunities will include, but not be limited to, classroom presentations, coffee with the principal, tea with the teacher, special school functions involving student performances, fairs (eg. science, math, language arts, etc.), academic conferences, positive behavior phone calls and other teacher, school or parent initiated plan agreed to by all stakeholders. These opportunities will provide teachers ways to build on parent/teacher/student trust. Teachers will be provide a 20 minute block of time each week at staff development time to make their positive behavior phone calls home to parents.

This school community envisions these changes to be an every day standard by which others may wish to commit. We do not see this plan as an exception, but as the opportunity to work in a most collaborative manner with our entire school community.

c. Key Community Partnerships

Our established community support partners will work in conjunction with South Gate Elementary Academy to encourage, support and assist in the development of all school activities by providing volunteers as well as leadership in community relationships. SEGA is proud to recognize the following individuals and organizations as supporters of the RFP:

- Maywood City Mayor, Ana Rosa Rizo
- Mr. Felipe Aguirre, Council Member, City of Maywood
- Mr. Martin Gallindo, Local District #6, Superintendent (See Appendix K for letter of support)

- Mr. Jose Hernandez, Local District #6 Elementary Director
- Marcos Hernandez, Tweedy School Principal
- Ms. Betty Gonzalez, San Gabriel School, Principal
- Mr. Mark Reiland, Stamford School, Principal
- Ms. Andrea Johnson, San Miguel Avenue School, Principal
- UTLA
- Carlos Montez, Community Organizer, CSO
- Ms. Gladys Gonzalez, Local Supervisor, Woodcraft Rangers
- Ms. Marlene Ramos, Supervisor, Youth Services
- Mr. Maloney, owner of Maloney Meats (members of Chamber of Commerce)
- All American Building Home Improvement (members of Chamber of Commerce)

Over the next five years it is SGEA'S goal to develop partnerships with the said listed organizations and community members and invite them to participate in volunteering in our classrooms on Career Day and other school related activities that are of interest to them, and to contribute to fundraising by donating incentives to raise the money needed to support our school programs and provide services for our students and their families. We look forward to their encouragement and support as we progress towards our academic goals. Their assistance in our project-based learning environment will help assure that our students will become valued, contributing members of society who will learn from the real-life situations that we will be creating for our student with our partners.

In addition to the organizations listed above in Section 8a, SGEA with will seek partnership with local universities such as Pepperdine, LMU, UCLA, Cal State LA, and Cal State Dominguez Hills and with South Gate community members including:

The Harmony Project: The Harmony Project is an award-winning research-based program that targets at-risk youth in underserved areas of Los Angeles. Harmony accomplishes their objectives through positive youth development using the vehicle of on-going year-round music lessons and ensemble participation. (<http://www.harmony-project.org/>)

Coalition of Mental Health Professionals, Inc.: The Children's Collective, Inc. is a private non-profit California company that has been serving children, youth, and families with high quality, comprehensive, educational and supportive services to children and their families. Such programs include adolescent pregnancy prevention, general care for infants and toddlers, pre-school programs, and after-school programs. (<http://www.childrenscollective.org>)

Hurting and Hungry SSG: This group serves poverty-level and homeless individuals in South Los Angeles. Clients receive groceries and are served meals and snacks. In addition, assists clients to access existing community resources by providing case management services. ([http://www.ssgmain.org/who we are.htm](http://www.ssgmain.org/who_we_are.htm))

National Family Life and Education Center a non-profit agency seeking to encourage and empower familyhood, by promoting marriage, parenting, and social responsibility (<http://www.nflec.org/>)

Woodcraft Rangers Woodcraft Rangers reaches out to over 15,000 at-risk young people annually through enriching after-school and camping programs. The organization's programs are responsive to social trends and designed to help children mature into healthy, productive adults through positive experiences and age-appropriate challenges. (<http://www.woodcrafrangers.org/home.html>)

El Nido Family Centers: Provides programs to help young people to overcome trauma, recognize their inherent value and achieve their goals; and for parents to create a loving, healthy family environment. (www.elnidofamilycenters.org/)

1736 Family Crisis Center helps traumatized girls and boys overcome the effects of violence at home and other devastating situations. (<http://1736fcc.org/who.htm>)

Coalition of Mental Health Professionals, Inc. Provides emergency short-term counseling and psychotherapy to individuals and groups in South Central Los Angeles. (<http://www.mentalhealthprofessionals.org>)

Children Youth and Family Collaborative Establishes partnerships with youth-centered organizations in an innovative collaboration designed to link volunteers from the community with youth in foster care for the purpose of enhancing, supporting and providing a holistic approach for the overall well being of youth preparing to emancipate from foster care. (<http://www.cyfcla.org/>)

Brotherhood Crusade Provides grants for programs and supportive services such as: Job training and placement; Teen counseling and mentoring; After school and sports programs for youths; Domestic violence shelters; Substance abuse and prevention; Scholarships for low-income students; Placement and feeding homeless families; Senior citizen services; Health fairs and health awareness programs; Gang prevention and intervention programs; Welfare to work programs; Technical assistance and small business loans to minority business owners; Fiscal management to other non-profit organizations (<http://brotherhoodcrusade.org/>)

Legal Aid Foundation of Los Angeles Community attorneys and advocates assist in developing, training, and empowering community-based organizations, and poor and low-income individuals to become actively involved in the community revitalization process. <http://www.lafla.org>

Community Build Helps communities and young people of by investing, training, and equipping them with the skills, resources, confidence and encouragement they need to succeed. (<http://www.communitybuild.org/index.htm>)

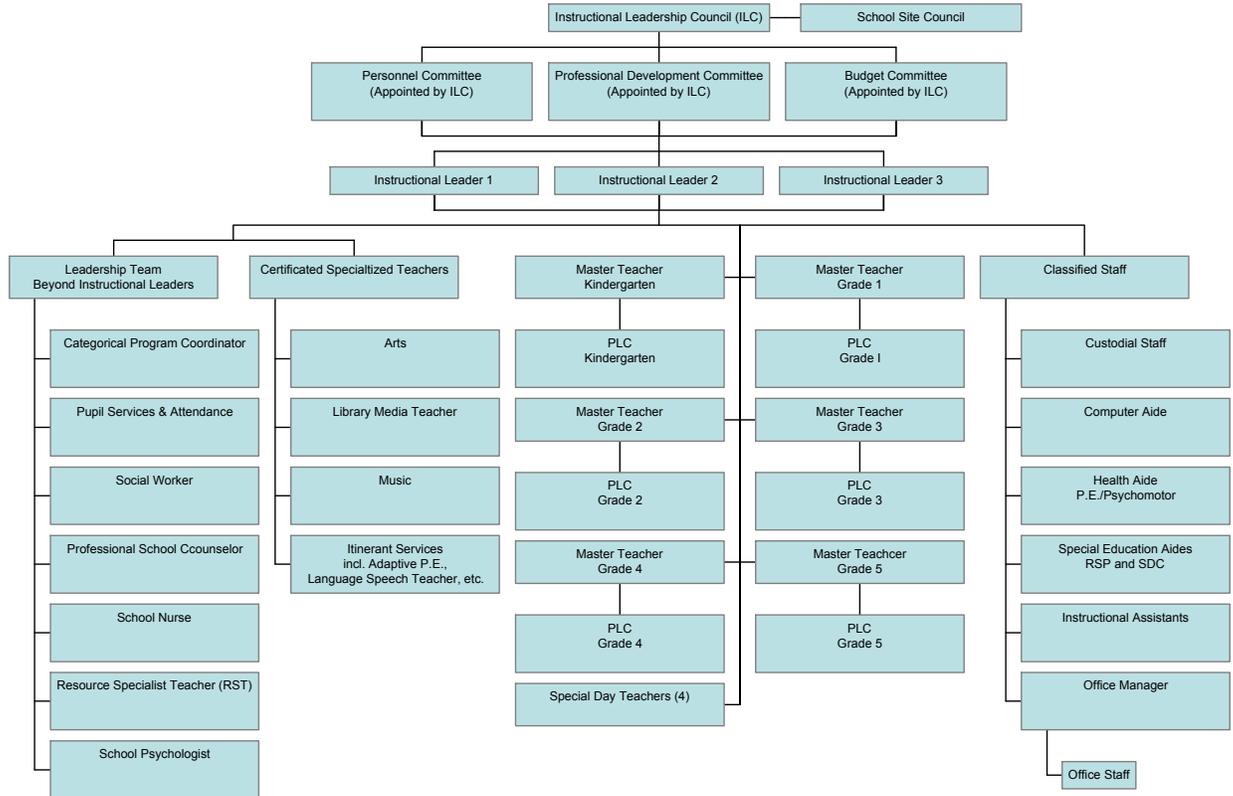
SECTION 9: SCHOOL GOVERNANCE

a. School and Advisory Organizational Charts

Our local governance structure will be a School-Based Management Model (SBMM). SBMM was chosen because it will support our staffing practices, budget management, parent involvement, teacher duties, and calendars/scheduling of time. We recognize the importance of parents and our School Site Council will play an integral part of our governance structure. We will apply for a waiver for a single governance council; see Appendix K.

As an SBMM school, we can have control over our financial resources and hiring of administrative, certificated, and classified employees. We can also have control over curriculum and professional development. We can control the length of our school day as well as extending our school year. We plan to conduct an overall review of our plan every 5 years or as deemed necessary. The governing structure is detailed in the SGEA organization chart:

SOUTH GATE ELEMENTARY ACADEMY ORGANIZATIONAL CHART



For the 2010-2011 the Instructional Leadership Council will be composed of the RFP Leadership Team and will evolve as the year progresses into Council elections.

The Instructional Leadership Council except for School Site Council recruits members for all committees. Each committee will be composed of:

- 1 Council member
- 1 Parent of a student at South Gate Elementary Academy
- 1 Classified (not a Council member)
- 1 Teacher (not a Council member)
- 1 Co-Chair (UTLA Chapter Chair or Instructional Leader)

All committees will make recommendations to the School Leadership Council. Decisions are finalized by a majority vote of the Council.

A. Instructional Leadership Council

This Council will be the mechanism used to ensure that policy decisions are made at the school site and decisions are made in an effort to reform or restructure our schools decision-making policies, which will result in more effective teaching and pupil learning. South Gate Elementary Academy shall be exempt from all Board rules and District policies.

The Instructional Leadership Council (“Council”) will be formed and will function according to the provisions of Article XXVII, Sections 2.0 – 2.4 of the LAUSD-UTLA collective bargaining agreement (“Agreement”); waivers will be applied for contractual items as necessary.

The Council will participate in shared decision-making on all of the matters provided in UTLA Article XXVII Section 2.4 of the Agreement.

South Gate Elementary Academy intends to fully realize the goals of the State Legislature in passing Education Code Sections 44666 – 44669 to create a complete School-Based Management Program that institutionalizes teacher involvement in decisions that affect their ability to teach. Through the Council, South Gate Elementary Academy teachers will be actively involved in the following procedures: selection of teachers, master teachers and instructional leaders (principals); evaluation of teachers and instructional leaders performance; design and conduct professional development; school organization for effective instruction; determination of roles and functions of teachers, master teachers, instructional leaders, and classified employees; as well as determining the need for additional teachers and classified employees; and authority of allocation of all fiscal resources.

Composition of Council:

Parent Members	Staff Members	Quorum	Minimum Size
6 Parents 2 Alternate Members	6 Staff Members 2 Alternate (Include 1 Instructional Leader, 1 Classified Members)	7 (At least 3 parent members and 3 staff members)	12

B. Personnel Committee

The Council will appoint this committee. They are charged with interviewing candidates for instructional leaders (administrators), master teachers, specialist teachers (Art, Music, etc.), certificated teachers, and classified employees. After interviews, the committee will make recommendations to the Council for hiring new employees. The Personnel Committee will have at least 5 seats and will be constituted as follows:

- Instructional Leader (Co-Chair)
- UTLA Chapter Chair (Co-Chair)
- 1 Parent of a student at South Gate Elementary Academy
- 1 classified employee
- 1 teacher from each grade level in which a position is open

C. School Site Council

South Gate Elementary Academy will comply with the requirements of the Education Code and UTLA-LAUSD collective bargaining agreement and will operate according to state and federal laws and District guidelines pertaining to Categorical Councils. The Council will review and advise the SSC in development and approval of the Single Plan for student achievement. The SSC will have final approval of all categorical funds.

D. Professional Development Committee

The Instructional Leadership Council will appoint this committee. It will be responsible for designing and conducting professional development that the staff deems necessary. The professional development will address the specific needs of the staff who are committed to the implementation and assessment of our project-based instructional program that is standards-based, academically rigorous, and available to all of our students. The staff meets regularly as a whole group and as Professional Learning Communities (PLCs) prior to the school year and throughout the year. As a PLC, each grade level will assess their needs and inform the committee of their needs/solutions. The committee will make recommendations to the Council who will make the final decisions.

E. Budget Committee

The Instructional Leadership Council will appoint this committee. They will be responsible for developing a budget, which they will present to the Council. The Council will have complete control over decisions regarding any funds (not those of the Categorical Programs). The committee will make recommendations to the Council for final approval.

F. Adjunct Committees

The Instructional Leadership Council will recruit/appoint members (parents and teachers) to assist them in the operations of the Academy on such committees as Technology, Core Content Areas i.e. Language Arts, Math, Science, ELLS etc, Social Committee, Safety and Discipline and other committees as deemed necessary.

It is the goal of the Leadership Team to provide a school environment that is nurturing and supportive for all of our students to become valued, contributing members of society. We want to support the whole child, which includes the extended family, providing access to all available community resources. We have high expectations and will provide building blocks for our students' path to higher education and beyond. Our students will engage in project-based learning which will prepare them for real-life situations. We will develop partnerships to ensure our students will become contributing members of the 21st century.

SECTION 10: SCHOOL LEADERSHIP AND STAFFING PLANS

South Gate Elementary Academy shall adhere to Hours, Duties, and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in UTLA-LAUSD and AALA-LAUSD Collective Bargaining Agreements; waivers will be applied for contractual items as necessary.

a. Leadership Team Capacity

Our leadership team consists of parents, teachers, classified employees, and administrators from the feeder schools (Bryson and San Gabriel) and other South Gate LAUSD schools (San Miguel, Stanford, and Tweedy).

Administrators: Marcos Hernandez, Jorge Villalobos

Teachers: Ingrid Villeda, Karen Ticer-Leon, Edward Morrow, Deborah Harrison, Ron Del Cid, Carmeliene Pingtella, Diana Bracamontes, Marizol Valenzuela, Elizabeth Irineo, Lorena Flores, Nancy Pehrsson, Ayde Bravo, and Emmanuel C. Reyes

Classified Staff: Patricia Ornelas-Moya (Instructional Aide), Byron Maciel (Computer Lab Technician)

South Gate Parents: Justina Paque, Yolanda Gomez, Jesus Gomez, Maria Lorena Aguilera, Maria Lourdes Sanchez, Sofia Jiminez, Patricia Navarro, Noemy Delgado, Ildeslisa Partida and Susan Velasquez (all from feeders and surrounding schools).

LASDI writing consultant: Katherine Moore Williams, MPP

Resumes of the Leadership team and Roster of LAUSD Employees on Leadership Team can be found in Appendix L.

Our leadership team averages 15 years in education instruction and administration. We have extensive experience managing budgets, curriculum, and instruction. Our education experts are National Board Certified teachers, coordinators, coaches, Special Education teachers, GATE teachers who are interested in educating the whole child, using project-based instruction. Our parents are fully aware of what they want their school to look like in their community and they want to see academic success in the South Gate community. Our educators have inspired their students to establish goals for college and professional degrees, and the students have achieved these goals and pursued careers as teachers, doctors, and business leaders.

Our leadership team is committed to creating an innovative school which will be a nurturing and supportive environment for all students. We have high expectations that all of our students can learn. We fully believe that project-based learning will produce valued, contributing members of the 21st century, ready to serve the community and reach for higher education. Our school will be a place that everyone will be happy and eager to participate in our learning environment. SGEA will be one family where all is welcomed, where we are achieving academically and where we are moving forward into the next century.

b. Staffing Model

South Gate Elementary Academy will provide services for all of its students. Each member of our staff will be highly qualified to instruct students with disabilities and students with different language levels. They must be willing to work as a team member, with a positive attitude toward learning. They must be willing to provide a nurturing, supportive, and high expectations environment for all students.

Staff to Student Ratios will be:

Student Population	600 (40 with disabilities)
Teacher: Student	25:1 (10:1 students with disabilities)
Instructional Assistant: Student	25:1 (10:2 students with disabilities)
Social Worker: Student	600:2
Professional School Counselor: Student	600:2
School Psychologist: Student	600:2
Instructional Leader: Student	600:3
Library Media Teacher: Student	600:1
School Nurse: Student	600:1
Parent Volunteer: Student	600:30
Resource Specialist Teacher: Student	28:1
Pupil Services and Attendance: Student	600:1

Instructional Leaders

The administrative leaders will be called **Instructional Leaders**. There will be 3 instructional leaders, each with 5-year commitments.

Their criteria will include but not limited to:

Minimum 5 years teaching experience; Administrative credential; Experience in curriculum, instruction, and budgetary matters; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive

attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

Their duties will include regular administrative duties to be shared by the 3 individuals, each individual will be responsible for an academic area (literacy/GATE, math and science, and English Language Learners /Students with Disabilities), operations, communication with community, parent education, personnel, counseling students, parents, and teachers, support RTI Coordinator, and provide additional instruction to lowest performing students. They are held accountable by the Instructional Leadership Council, and are required to participate in the all school committees and councils.

Teachers

All teachers, including Special Education, Resource Specialist, and Certificated Specialty Teachers for Art, Music, Library Media, etc., will make a 5-year commitment to serve the school through its infancy. South Gate Elementary Academy will have approximately 25 academic teachers and 5 nonacademic teachers to achieve academic success.

Their criteria will include but is not limited to:

Minimum 5 years teaching experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

Their duties will include classroom instruction in all subject areas for their particular grade level or subject area; planning and design of professional development and participation in Professional Learning Communities (PLC); provide additional assistance to the lowest performing students and be available to assist students and families in their academic pursuits.

Classified Staff

All Classified Staff must be willing to make a 5-year commitment.

Their criteria will include but not limited to:

Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

Their duties will include assisting the classroom, special education or specialty area teacher, providing additional assistance to the lowest performing students and be available to help teachers, students and parents.

Parents as Educators

Parents are a child's first teachers. It is our hope that there is transparency in the school as well as in the classroom. The parents can provide additional support academically. Parents shall volunteer a minimum of 10 hours per school month to the classroom and/or school. The parents will be surveyed at the beginning of the year regarding their willingness to work in the classroom and what their area of expertise may be. Volunteers will be trained to work in the classrooms. Additionally a parent or parents can adopt a classroom as Room Parents. Room Parents will help keep parents informed about the classroom and the school. We could have a Parent Center through which parent volunteers can be distributed equitably. Parents can be invited to participate in projects and cooperative group support. We could use our parents as experts in parent education classes.

c. Compensation

South Gate Elementary Academy will use LAUSD's Salary Schedules.

d. School Leadership

Our school leadership will be members of our school family, willing to help our children become valued members of society. They must be reflective, visionary and flexible.

We, the Leadership Team, would like to begin hiring our Instructional Leaders and Master Teachers prior to August so that they can help with the recruiting and hiring of the Staff. Our process will utilize LAUSD Human Resources division. SGEA will also place ads in educational journals, requesting resumes and interest letters. The RFP Leadership Team will review the resumes and invite individuals who meet our requirements to interview. A team of 5 will interview candidates. This team will make recommendations to the entire Leadership Team.

A description of the Instructional Leader can be found in Appendix M.

e. Leadership Team beyond the Instructional Leaders

Master Teachers

There will be one Master Teacher per grade level. The Master Teacher will also be a classroom teacher. This teacher could be a National Board Certified (NBC) teacher. The teacher should serve as a resource for PLC.

A description of a Master Teacher can be found in Appendix M.

Their criteria will include but not limited to:

Minimum 5 years teaching experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

Categorical Program Coordinator

The school will need 1 Coordinator to manage the Categorical Programs. The individual may have an administrative credential and previous experience working with these programs. The individual need to be willing to provide additional instruction for low performing students and cannot be a register-carrying teacher.

The criteria will include but not limited to:

Minimum 5 years teaching experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

A description of a Coordinator can be found in Appendix X.

Social Worker

A Social Worker will assist the teachers and families in various aspects that affect our students' lives.

Their criteria will include but not limited to:

Highly qualified in their field; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Flexible; Reflective; Nurturing; and Culturally Sensitive.

A description of a Social Worker can be found in Appendix M.

Professional School Counselors

The Professional School Counselors will develop a comprehensive school counseling program that promotes and enhances student achievement, providing guidance, individual planning strategies, and program support and advocacy.

Their criteria will include but not limited to:

Master' degree in guidance and counseling, focus on elementary education: Highly qualified in their field; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Flexible; Reflective; Nurturing; and Culturally Sensitive.

A description of a counselor can be found in Appendix M.

School Nurse

A School Nurse will provide direct health care to all students and staff. The nurse will provide leadership for provision of health services. The nurse will do screenings and referrals for health conditions. The nurse will promote a healthy school environment.

Their criteria will include but not limited to:

Minimum 5 years teaching experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

A description of a Nurse can be found in Appendix M.

Office Manager

South Gate Elementary Academy will need an Office Manager and at least 2 Office Assistants. The Office Manager's criteria should include confidentiality, bilingual preferred, experience in managing an office, budget and finance astute and can assist coordinators and instructional leaders with their duties.

School Psychologist

A School Psychologist will help our students succeed academically , socially, and emotionally. They will collaborate with teachers, parents and other professionals to create a nurturing and supportive environment for al students that strengthen connections between home and school.

Their criteria will include but not limited to:

Minimum 5 years experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

Their duties would include devising, conducting and finalizing various psychology tests and assessments of students, including screening.

A description of a School Psychologist can be found in the Appendix M.

Pupil Service & Attendance Counselor

A Pupil Service & Attendance Counselor will advocate for all of our students and will serve as a liaison between the school, home and the community.

Their criteria will include but not limited to:

Minimum 5 years experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

Their duties would include but not be limited to identifying and providing advocacy, child welfare, and attendance services to students and families.

f. Recruitment of Teaching Staff

The RFP Leadership Team would like to begin the hiring process at least 6 months prior to the opening of school. The RFP Leadership Team will begin recruiting teachers from the two feeder schools, Bryson and San Gabriel and the local community schools. Our application will request applicants to submit a resume and complete a questionnaire regarding our mission and vision for South Gate Elementary Academy. The team will review the interested candidates and those candidates who meet our requirements will be invited to interview with a team of 5 members of the Leadership Team. The team will recommend to the Leadership Team those candidates who meet our criteria. We will look for candidates who are qualified to teach all of our students, especially students with disabilities, English Language Learners, and GATE students.

Their criteria will include but not limited to:

Minimum 5 years teaching experience; Highly qualified; Bilingual preferred; Willingness to work as a team member; Positive attitude; Willing to provide additional instruction to lowest performing students; Proven track record of student success; Flexible; Reflective; Nurturing; and Culturally Sensitive.

SECTION 11: OPERATIONS

a. Internal Applicants

As an internal applicant the internal team will continue to use all existing LAUSD operational services provided at the school site and follow collective bargaining agreements.

b. External Applicants

Not applicable (external applicants only)

c. Master Service Agreements

The internal team agrees to enter into discussion regarding the viability of master service agreements.

d. School Operations Experience

As an internal applicant, SGEA will work with the district on all non-academic aspects of school management. The Leadership Team requests the Instructional Leaders and plant manager commit to working four weeks in August to ensure that all facilities will be in working condition for the opening of the 2010-2011 school year. School Leadership Team will make a commitment to return two weeks before to assist in any way necessary.

e. Operations Start-up Plan

The designated personnel will work closely with the School Management Services Branch to ensure that a plan and timeline of operation related activities is followed to ensure a successful school opening.

f. Operations Plan:

As an internal applicant, the internal team will work with School Management Services on the LAUSD menu of services and operations plan.

SECTION 12: FINANCES

a. Funding

Internal Teams will receive funding via LAUSD's transparent budgeting process (based on student projected ADA).

b. Budget Narrative

The family of South Gate Academy Elementary is committed to align all available resources to ensure a first class education and academic achievement for its students.

First, we ensure all stakeholders that yearly budgets will reflect the academic needs of every single student; proposed expenditures will highlight program needs and changes that will align services with academic achievement.

Second, all faculty members will be committed to ensure relationships that will offer resources that compliment our commitment to ensure education of the whole child. We are committed to true ownership, of our school community by engaging in grant writing opportunities that will bring in resources for the whole school community.

We know that by aligning resources and seeking new ones the opportunities to develop and enhance academic programs will be there.

It is imperative that our students experience a first class education, in a great facility, with innovative use of technology, to achieve such budgets must show students as the number one priority.

c. Financial Controls:

SGEA will use and fully document rigorous and consistent internal and fiscal control procedures.

SECTION 13: FACILITIES

a. The internal team will work with LAUSD on all necessary facilities use agreements.