



## Valley Region Elementary School #8

### EXECUTIVE SUMMARY

#### a. Assurances

Local District 2 of the Los Angeles Unified School District (LAUSD) is submitting this application to operate Valley Region Elementary School #8 as a public school. The Local District Superintendent agrees to and certifies the following:

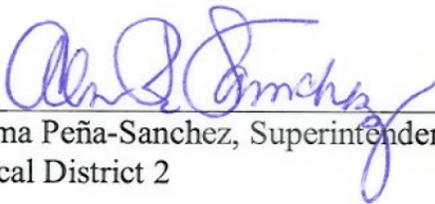
**Not For Profit:** Local District 2 is a part of the Los Angeles School District and is not a for-profit organization or entity. Local District 2 will collaborate with Los Angeles Education Partnership (LAEP), California State University Northridge (CSUN), Youth Policy Institute (YPI) and Project GRAD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

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

**Student Composition:** Valley Region Elementary School #8 will provide a free, non-sectarian, public education for all students in the attendance area, preparing them for success in secondary, post secondary and career courses and choices. Valley Region Elementary School #8 will be non-sectarian in its programs, admission policies and employment practices. The school will not charge tuition, nor discriminate against a student or employee based on ethnicity, national origin, gender, age, sexual orientation or disability. Valley Region Elementary School #8 will accommodate approximately 575 students in a Pre-kindergarten through fifth grade configuration and will reflect the demographics of the school's attendance area. (See Demographic Information of Student Population, page 2)

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

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



Alma Peña-Sanchez, Superintendent  
Local District 2

January 11, 2010  
Date

**b. Student Population**

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

Demographic Information of Student Population for 2009-2010 School Year

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

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

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

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

Local District 2 Schools have improved in all areas and show an upward trend in API and AYP for all subgroups. (See Appendix: 1b for LD2 CST and API Growth Charts)

### **c. Vision, Mission and Philosophy**

#### **Vision**

Valley Region Elementary School #8, a welcoming and nurturing community school, will be a place where all students, staff, parents, and community partners actively collaborate to prepare students to be college-prepared and career-ready. The school will be organized around four key instructional approaches: a Dual Language Program, a Project and Inquiry-Based Learning Approach to instruction, a Technology-Infused Standards-Based Curriculum, and a Problem-Solving Process to create a community of scholars.

#### **Mission**

All stakeholders at Valley Region Elementary School #8 will work together to create a community school where students take part in constructing their own learning. The school will create an environment where students will engage in bilingualism, bi-literacy, and cultural diversity. The School Site Governance Council (SSGC) will oversee the implementation of the school's vision and mission and all stakeholders (e.g., students, parents, school staff, and community partners) will learn about and work toward maintaining a holistic focus on the four key instructional approaches: An English/Spanish (and vice-versa) Dual Language Program, a Project and Inquiry-Based Learning Approach to instruction, a Technology-Infused Standards-Based Curriculum, and a Problem-Solving Process.

#### **Philosophy**

Valley Region Elementary School #8's vision and mission will be supported by all stakeholders dedicated to moving all students to levels of proficiency with the ultimate goal of helping them become college-prepared and career-ready. Our philosophy will be based on the belief that all students possess the knowledge, values, eagerness to learn, and significant home experiences that, when coupled with the school's four key instructional approaches, will foster student achievement. We strongly believe that student learning will be best acquired in an environment that holds true to a Dual Language Program, a Project and Inquiry-Based Learning Approach to instruction, a Technology-Infused Standards-Based Curriculum, and a Problem-Solving Process. In addition, highly qualified teachers will monitor students' mastery of California's content standards through authentic, periodic and summative assessments.

#### **A Day In the Life of a student at Valley Region Elementary School #8 (Year 2015):**

When Viviana, a fourth grade student walked on the campus of Valley Region Elementary School #8 with her mother and four year old brother, Angel, she felt excited since she knew she would be learning how to play a new song on her recorder. She thought about the places in school that were open early in the morning where she could go to do research, practice her recorder, check her email, catch up on homework or meet with her teacher or project group.

Inside the hallway of the school, a volunteer parent leader greeted her. When the greeter saw Viviana's mother, she reminded her that she would be serving as the parent greeter the following week. Viviana's mother smiled at the greeter and kissed Viviana and told her, "Buena suerte con tu investigación."

Viviana walked to her weekly morning assembly and said, "Good morning!" to her friends, then walked with her friends to music class while her classroom teacher met with other teachers to analyze the results of a periodic assessment.

After music, Viviana went to her class and met with fellow student meteorologists in her science class. She received instruction in English. They had been studying environments in science and about the impact of global warming in Los Angeles in English and Spanish. Viviana knew all of the scientific vocabulary in both languages. She and her group investigated climate trends in Los Angeles. After a group discussion, Viviana and her group decided they needed to get a history of general weather and specific temperatures in Los Angeles for the last 100 years. They created a database to organize the information. Then, they went online and performed a number of searches until they came across a site that listed daily average temperatures, daily range and daily precipitation. The group then created a line graph to show the average daily temperature by months and looked

for trends. Viviana thought that 100 years was too much data, and suggested that each person in the group chart one decade's worth of data. The group discussed different directions for their research project.

After lunch, Viviana went to math class. When she returned to her classroom, her team was using a class-developed rubric to help revise a classmate's expository writing project displayed on a document reader.

The school day ended at 2:30 p.m. and Viviana's mother and brother Angel were at the school ready to join a class. There were a variety of learning activities available on campus plus official parent volunteers took turns covering the childcare center where Angel went to engage in learning through play. Viviana went to the school's library where CSUN students and senior citizens provided assistance with inquiry-based projects, English/Spanish language skills and homework. Some of Viviana's friends attended ethnic dance or mariachi music classes organized by the music teacher, while others went with the physical education teacher to jog, play soccer or play volleyball. Another teacher offered parents a class on computer and internet skills, while another teacher reinforced keyboarding skills. The community partners, Hathaway-Sycamores and other health partners, provided services in the community until 6:00 p.m. Parent volunteers also taught classes in nutrition, cooking, and handmade crafts. Viviana's mother chose internet skills.

On their walk home, Viviana proudly told her mother and brother that she had mastered a new song on the recorder.

#### **d. Educational Plan**

##### A Dual Language Program in English and Spanish

Research findings have shown that students in dual language programs significantly outperform their comparison groups in other educational programs (Thomas and Collier, 2002). Valley Region Elementary School #8 will offer a Dual Language Program in English and Spanish (and vice versa) that will commence in the 2011-2012 school year with kindergarten students to promote bilingualism, bi-literacy, and cultural diversity. Every year, thereafter, the school will add a grade level until the Dual Language Program is available from kindergarten to fifth grade. Dual Language Program participants will receive instruction in two languages from kindergarten to grade five. During the school's first year, the focus will be on the planning and preparation of teachers and the community. Teachers and stakeholders will be trained on how to teach 50% of the time in English and 50% of the time in Spanish in all content areas. The Dual Language Program will not be structured as a transitional program; instruction in both languages will be maintained from kindergarten to grade five.

##### A Project and Inquiry-Based Learning Approach to Instruction

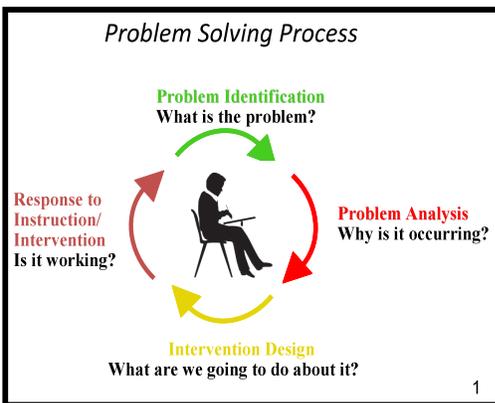
Valley Region Elementary School #8 will provide students an environment where they will acquire knowledge through Project and Inquiry-Based Learning. Teachers will work together to guide students through every step of the Project and Inquiry-Based Learning Approach to instruction by modeling and making connections between their existing knowledge and new learnings until students are ready to explore on their own. Students will have opportunities to engage in the kind of inquiry that will prepare them for real-world thinking, decision-making, and problem solving.

##### A Technology-Infused Standards-Based Curriculum

Research shows that when students from diverse backgrounds, students with disabilities, and students who are economically disadvantaged, use technology when working with projects, they move quickly to proficiency in all curricular areas (Lamb, 2004). Valley Region Elementary School #8 will provide all students a Technology-Infused Standards-Based Curriculum via the teaching of the standards found in the technology-related strands in all content areas. Teachers will support students' Project and Inquiry-Based Learning with the use of technology and with technological skills (See Appendix: 1d for Technology-related content standards and suggested expenditures for the campus). A Technology-Infused Standards-Based Curriculum will help teachers differentiate their instruction for all students. It will also provide students with multiple entry points to instruction and multiple methods to demonstrate proficiency.

### A Problem-Solving Process (PSP)

To support student achievement, all stakeholders at Valley Region Elementary School #8 will take part in the analysis of student data using the Problem-Solving Process. As a result, at-risk students will be identified and provided with individualized instruction/intervention in small group settings. Assessment results will provide a basis for regularly scheduled reflection about teaching practices and student outcomes. The Problem-Solving Process will routinely be used school-wide to identify student needs and to assess, adjust, and refine instructional practice. The process is shown below:



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

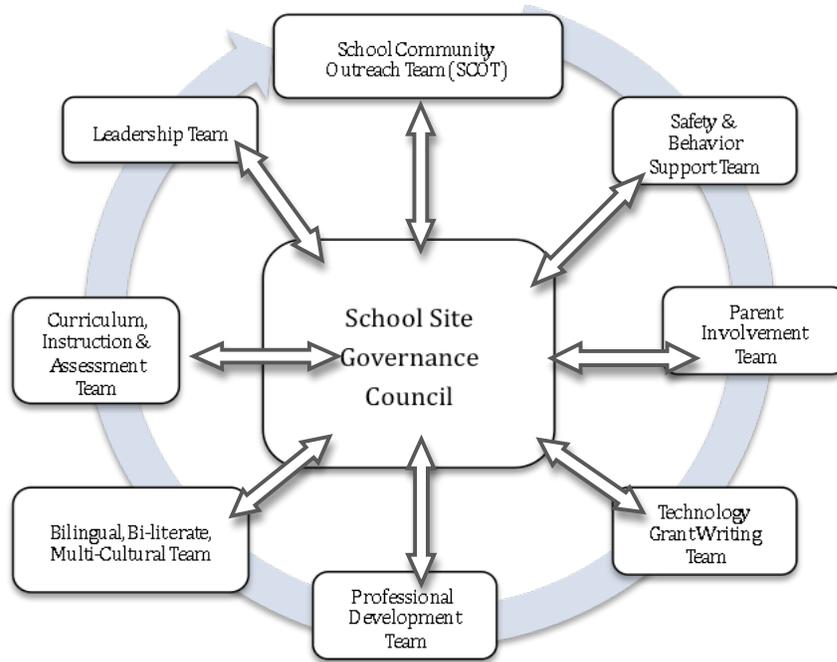
Valley Region Elementary School #8 will directly relieve two neighboring schools, Morningside Elementary School and Gridley Elementary School, and will indirectly help Dyer Elementary School lower its student population. The opening of Valley Region Elementary School #8 will also serve the needs of many families in the community who have students enrolled in San Fernando Middle School that operates on a traditional school calendar by allowing Gridley Elementary School and Dyer Elementary School to convert from year-round to traditional school calendars. With the assistance of LAEP, Valley Community Clinic and several other partner organizations, Valley Region Elementary School #8 will provide critical health and human services to the community. (See Appendix: 1e for Letters of Support)

Before, during, and after-school programs (including homework club, tutoring, and a variety of athletic and recreational activities) will also be offered to students. In addition, Valley Region Elementary School #8 will seek assistance from the Youth Policy Institute (YPI) and LAUSD's Beyond the Bell to provide before, during, and after school wrap-around services. Local District 2 met on March 26, 2010 with the YPI team as per the Superintendent's recommendation to continue the discussion regarding coordination of mental and health services at VRES#8 in September 2010.

In response to many parent requests for a community school, Valley Region Elementary School #8 will offer ample opportunities for parents to better understand the four key instructional approaches to help them monitor their child's path toward academic success. Workshops will be provided with information on how to assist students with Project and Inquiry-Based Learning, study skills, and on how to access educational experiences within the local and greater Los Angeles community. Ongoing outreach and support will be given to parents in need of English language skills through English as a Second Language (ESL) classes. Parents will also have the opportunity to learn Spanish as a second language (SSL). In addition, General Education Development (GED) preparation, and technology-driven training will be offered to parents.

**f. Leadership and Governance:** Valley Region Elementary School #8's planning team reached out to the community and through extensive dialogue received critical input from parents, teachers, partners, and community leaders. The planning team outlined a sustainable vision and mission for strong academic student success with a plan on how to create and maintain a reciprocal relationship with the community (See Appendix: 1f for Planning team's resumes).

Valley Region Elementary School #8 will create a School Site Governance Council (SSGC) to oversee the implementation of the school’s vision, mission and educational plan and to allot fiscal resources required by this proposal. Additionally, several teams will be formed to support the work of the school’s vision and mission, as shown in the graphic below.



**g. Fiscal Plan: Local District 2**

Local District 2 will seek autonomy for per-pupil budgeting. The fiscal plan for Valley Region Elementary School #8 will be focused on the strategic use of all of its resources to promote its vision, mission, and educational plan. The SSGC will manage the strategic use of time, fiscal, and human resources. The school’s partnerships (e.g., LAEP, Project GRAD, and YPI) will support student achievement and help create ongoing community partnerships to provide academic, health and human services to the North East community of San Fernando Valley and surrounding areas. In addition, CSUN will provide support through student teachers, student volunteers, professional development, grant writing, and graduate research.

## SECTION 2: CURRICULUM AND INSTRUCTION

### 2a. Curriculum Map and Summary

The scope and sequence of the proposed curricula for Valley Region Elementary School #8 will be aligned with the school’s vision, mission, and California’s content standards. (See Appendix: 2a for Scope and Sequence of all curricular subjects)

All students at Valley Region Elementary School #8 will have access to a Dual Language Program, and a Project and Inquiry-Based Learning Approach to instruction aligned with a Technology-Infused Standards-Based Curriculum to prepare them to become college-prepared and career-ready. In addition, the school will use a Problem-Solving Process to examine student data to provide students at-risk with instructional intervention.

#### A Dual Language Program in English and Spanish

Valley Region Elementary School #8 will implement a 50/50 Dual Language Program model commencing in the 2011-2012 school year. English and Spanish literacy skills will be taught simultaneously beginning in kindergarten and will be coordinated to maximize cross-linguistic transfer and learning in all content areas. Furthermore, native English and Spanish speakers will be grouped together all day for instruction. The following sample displays a model that will be used with kindergarten students:

**Sample Schedule  
50/50 Dual Language Program Model for Kindergarten**

Subject	Language	Total Minutes
Opening Activities	3 days in Target Language*, 2 days in Native Language	10
ELD ( <i>Into English!</i> ) for ELs SLD ( <i>Foro Abierto</i> ) for EOs and FEPs	English for ELs Spanish for EOs and FEPs	30
English Language Arts – <i>Open Court Reading (OCR)</i>	English for ELs Spanish for EOs and FEPs	65
RECESS		20
Math	2 days in Target Language and 3 days in Native Language	60
Social Science/Science/Art/Music	2 days in Target Language and 3 days in Native Language	40
LUNCH		40
IWT (OCR or Foro Abierto); Schedule based on students’ needs	English for ELs Spanish for EOs and FEPs	30
TLA (Foro Abierto/OCR)	English for ELs Spanish for EOs and FEPs	65
Physical Education	3 days in Target Language; 2 days in Native Language	20
Total Instructional Minutes/Day		320
Total Instructional Minutes/Week		1,600

\*Target Language refers to the language the student will be learning at school in order to become bilingual and bi-literate. English is the target language for native Spanish speakers, and vice-versa.

Highly qualified teachers with a minimum of ‘A level fluency’(as determined by LAUSD’s guidelines) and a BCC/BCLAD will be trained during the school’s first year. Parents and other stakeholders will also receive professional development to build support for the opening and maintenance of the dual language program. On-going support will be provided by LAUSD’s Asian Pacific & Other Languages/Dual Language Office (APOLO). (See Appendix: 2a for Description of Dual language curriculum: LAUSD Reference Guide: Implementation Policy for New and Existing Dual Language Programs REF. 3451.1)

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

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

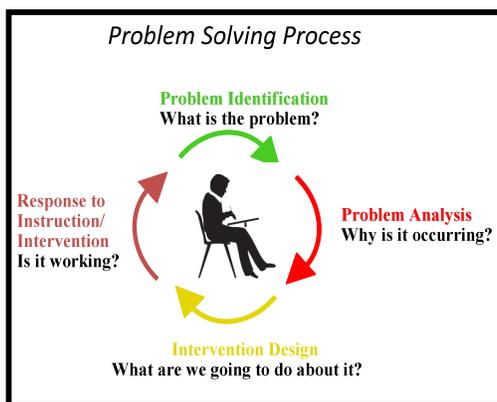
- Value and elicit student questions and interests
- Provide primary and secondary sources of information and resources within the community
- Guide students to construct their own knowledge
- Model the steps involved in Project and Inquiry-Based Learning process
- Assist students with the organizational skills involved in creating an Inquiry-Based Learning project
- Prompt students to take academic risks and make creative choices

### A Technology-Infused Standards-Based Curriculum

Students at Valley Region Elementary School #8 will receive instruction that is standards-based and utilizes technology to make it current, dynamic, and relevant. Technology offers a tremendous amount of information, tools for creativity and development, and various forums for communication. Students will have ample opportunities to attain learning skills with the use of technology; keyboarding skills, searching the web safely, and media arts. Students will routinely hone their technological skills through their work on Project and Inquiry-Based Learning projects in all content areas.

### A Problem-Solving Process

Effective teaching of standards, curriculum, and Project and Inquiry-Based Learning can only be achieved when there is a system in place that regularly examines how students are progressing. All stakeholders will meet for two days to collaborate and create a common understanding of the steps involved within the Problem-Solving Process before the opening of the school. Over the course of the first year, teachers will meet regularly to analyze student data, determine strengths and challenges, identify student needs, identify at-risk students and their needs, plan appropriate instruction and flexible groupings for intervention.



## Curriculum

Valley Region Elementary School #8 will use the following research-based, California state adopted, and district-approved curricula, to teach the rigorous pre-kindergarten through grade five content standards:

### English Language Arts (ELA)

Teachers will use the *Open Court Reading (OCR 2002)* program and supplementary materials to teach California State's ELA grade level standards. Its various components, including systematic phonics instruction, reading comprehension and vocabulary strategies empower students to learn how to read, write, and communicate. In addition, the program provides students with inquiry and investigation procedures as ways to introduce them to the world of scholarship and prepare them for life long learning. If students need help in writing, a writing program will be used during the second year of the school's operation. (See Appendix: 2a for *Write From The Beginning (WFTB)*.) During the school's first year, all students in kindergarten through grade five will receive at least 2 ½ hours of daily instruction in ELA. Students in Pre-Kindergarten will receive instruction in the *Developmental Learning Materials (DLM)* Early Childhood program, which supports oral language development, phonological awareness/sensitivity, alphabet knowledge and print awareness.

### Spanish Language Arts (SLA)

Teachers will use the *Foro abierto para la lectura* program and supplementary materials to teach California State's ELA grade level standards. *Foro abierto para la lectura* mirrors the Open Court Reading (OCR) 2002 program, except for the specific language conventions. Teachers will use this program to teach EO and FEP students.

### English Language Development (ELD)

The ELD standards are the pathway to the ELA standards. English learners will progress through the ELD standards and attain proficiency in English as quickly as possible, allowing them to successfully access the core curriculum. Teachers will teach ELD standards using *Into English!*, the *ELD Practicum Enhanced Lessons*, and the *English Learner Support Guide* in OCR 2002 All teachers will team teach for English Language Development (ELD) and will group English learners by ELD levels. Teachers will teach ELD daily during the same block of time; students who are classified as receiving English only instruction (IFEPs, EOs, RFEPs) will participate in Reader's Theatre during ELD time unless they are in the kindergarten class that will participate in the opening of the school's Dual Language Program in the 2011-2012 school year.

### Mathematics

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

### Physical Education (P.E.)

Teachers will teach the P.E. standards found in California's 2009 Framework for a minimum of 50 minutes twice a week. Students will participate in physical activities that promote the following overarching standards:

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

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

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

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

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

### Science

Teachers will teach California's content standards in science and use the research-based Foss curriculum, to meet the challenge of providing meaningful education for all students and prepare them for life in the 21<sup>st</sup> century. In addition, teachers will use the science connection lessons found in OCR 2002 and in *Foro abierto para la lectura* once the Dual Language Program commences. Students will receive a solid foundation and acquire basic knowledge regarding physical, life, and earth sciences, as well as learn investigation and experimentation skills. Students will learn to appreciate scientific enterprise, develop the ability to think critically and to actively construct ideas through their own inquiries, investigations, and analysis. In order to have a clear understanding, be able to investigate and engage in experiments, students will study one of the three areas of science for three weeks at a time.

### History/Social Science

Teachers will teach the California's content standards in history/social science and guide students in developing critical thinking skills using the Scott Foresman social studies program. In addition, teachers will use the social studies connection lessons found in OCR 2002 and in *Foro abierto para la lectura* once the Dual Language Program commences. Students will learn about history and make connections to people in the past, present and future. In addition, they will participate in designing classroom rules, maintaining a clean and safe school, leadership roles, implementing the *Six Pillars of Character* and creating projects around the concepts learned. The goal will be to expose students to a deeper understanding of how they can contribute to a better school environment and society. They will be engaged in a variety of projects to enhance learning history from a historian's perspective. (See Appendix: 2a for *Six Pillars of Character*).

### Health

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

### Visual and Performing Arts

Teachers will teach California's content standards in visual and performing arts. Students will participate in the discovery, learning, and practice of skills and concepts through music, dance, theatre, visual arts, and media arts. Students will engage in and express their learning with technology-infused be shared with the community.

### Teaching and Learning Teams

During the second half of the opening year, teachers will work together to develop daily schedules for all curricular subjects to provide equal access for all students. During the second year of the school's operation, they will work collaboratively to design team-teaching schedules for pre-kindergarten through grade three, and grade four through grade five. The team-teaching teams will decide who will teach each discipline based on expertise and will design a schedule to ensure that all students receive the best possible instruction in all disciplines. The team-teaching teams will create a structure where students will receive instruction in science, history/social science and health three times a week in a specific area for 6 weeks, and twice a week

in the arts for six continuous weeks. Project and Inquiry-Based Learning and the infusion of technology will be included in each subject area. (See Appendix: 2a for a Sample School Schedule)

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

All curriculum and materials specified in the educational plan for Valley Region Elementary School #8 will be state adopted, research based, and aligned to the California content standards. In addition, LAUSD has a rigorous process of adoptions that screens for the inclusion of grade level state standards, and culturally relevant content and context. The *Open Court Reading* program is a research-based program that has a long track record of success for all students and provides instruction that addresses the needs of Local District 2's student population. It contains concepts that research has shown to be essential for learning to read. The authors are national experts in educational research on how children learn to read and read to learn. The comprehensive report by the National Reading Panel (2002) endorsed the Open Court Reading program's instructional teaching models, which have been used for nearly 40 years. Findings from student studies being conducted by the National Institute of Child Health and Human Development as well as conclusions from comprehensive reviews of beginning reading research, all indicate that effective reading instruction should include strategies found in OCR. The American Federation of Teachers (AFT) reviewed current reading programs and issued a statement called *What Works* that identified OCR as a program that incorporates research-based instruction and has classroom data to support its effectiveness.

Additionally, research findings have shown that students in the Dual Language Program significantly outperform their comparison groups in other educational programs. The California Foreign Language Framework indicates that "Foreign language instruction not only increases students' literacy in languages other than English but also increases their literacy in English since learning a new language develops critical thinking skills." Thus, the Dual Language Program at Valley Region Elementary School #8 will benefit all students, English learners (ELs), Fluent English Proficient Students (FEPs) and English Only (EO) students. (Thomas and Collier, 2002). (See Appendix: 2b for a List of Research Based State Adopted Curricula, Textbooks for Valley Region Elementary School #8)

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

Valley Region Elementary School #8 will provide all students—including Students with Disabilities, English learners, Standard English learners, Migrant and Homeless students, Students of Poverty, and those at risk—with a rigorous instructional program designed to support their development toward becoming college-prepared and career-ready. Teachers will use the four key instructional approaches: the Dual Language Program, a Project and Inquiry-Based Learning Approach to instruction, a Technology-Infused Standard-Based Curriculum, and the Problem-Solving Process to provide students with a rich environment that will draw on their strengths and interests to generate authentic learning experiences. The following research-based strategies found in the California Frameworks (English language arts, math, science, social studies, history/social science, visual/performing arts) will be used to support students:

### **Students with Disabilities**

- Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension
- Provide a safe environment which encourages students to talk and ask questions
- Use a wide variety of ways to explain a concept or assignment
- Provide tutoring before, during, and after school
- Allow students to show what they know in a variety of ways, such as projects and oral presentations
- Provide Students with Disabilities the needed accommodations or modifications per their Individualized Education Plan (IEP).

## **English Learners**

(*Barriers to Meaningful Instruction for Els* Meyer, 2000; and ELA Frameworks for California Public Schools, 2004; Echevarria, Vogt, & Short, 2008)

- Pre-teach, teach and re-teach essential elements of the lesson, such as academic vocabulary, background information, and language structure
- Create classroom conditions that foster learning by modeling, scaffolding, and helping students construct understanding
- Access prior knowledge to help students acquire new learning
- Use visuals and clues to help students understand new concepts
- Use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content
- Deliver direct, explicit, and systematic instruction in reading, writing, English phonology, morphology, syntax, grammar, and semantics to guide students in their learning
- Provide students with abundant opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect

## **Standard English Learners (SEs)**

- Explicitly teach Standard English within the context of the lesson
- Use Thinking Maps to compare Standard English to Informal English
- Model the difference between grammatically correct and incorrect statements
- Provide opportunities for students to use Standard English
- Deliver culturally relevant and responsive instruction

## **Students At-risk**

- Use universal screens at the beginning of the year to ensure that needs are identified
- Target instruction to specified need according to assessment
- Assess frequently to monitor instructional effectiveness

## **Students of Poverty**

Students of poverty may not be students at-risk. They may need opportunities to enrich their social and real life experiences in a safe and trusting environment to allow them to grow in self-confidence and develop academic and social skills. Strategies that address these needs include: project and inquiry-based learning, cooperative learning, direct instruction, explicit instruction, and multimodal approaches to instruction. Students will have opportunities to self-select topics for inquiry-based projects. Teachers will explicitly model how to construct big ideas from discrete concepts of information. Community partnerships such as CSUN, Girl Scouts, Boy Scouts, “Beyond the Bell” and others will provide mentors, services and opportunities to enrich students’ academic and social experiences. All school activities before, during, and after school will address the development of academic, social, and civic skills. (See Appendix: 1e for Letters of Support, and Appendix: 2c for 40 Developmental Assets and Closing the Achievement Gap BUL-3833.3)

Valley Region Elementary School #8 will establish a Response to Instruction and Intervention (RtI<sup>2</sup>) framework to support the needs of all students. RtI<sup>2</sup> is a multi-tiered framework that provides a well-integrated and seamless system of instruction and intervention matched to student need and driven by student outcome data. Teachers provide instruction at each tier that is differentiated, culturally responsive, and aligned to grade level standards.

### Tier 1

All students will receive rigorous instruction. Highly qualified teachers will provide students with Technology-Infused, Standards-Based Curriculum and use Project and Inquiry-Based Learning under a Dual Language Program. Effective Tier 1 instruction will result in 80-85% of students reaching proficiency.

### Tier 2

At-risk (Strategic) Students: Students who fail to achieve benchmarks as indicated by data from universal screenings, DIBELS, ELA and math periodic assessments, or benchmark formative assessments will receive Tier 2 differentiated instruction and intervention. This includes the modification of lessons, teacher methodologies, and frequency of assessments. Resources, and additional personnel will be used to provide intervention support. Interventions will occur during independent work time, strategically utilizing teacher schedules to allow for students to receive additional time in core instruction. Interventions after school will involve the use of community partners to give students extra time and targeted instruction. (See Appendix: 1e for Letters of Support). Students will be assessed during intervention in targeted content standards using the Consortium on Reading Excellence (CORE) every 3 to 4 weeks until they reach benchmark. The expectation will be that students receiving Tier 2 services will master the targeted content standards in 4-6 weeks and exit this intervention.

### Tier 3

At-risk (Intensive) Students: Students identified for Tier 3 services will work in small groups or individually with teachers, teacher assistants or the content specialist and will be assessed weekly using CORE or other assessments. Instruction for these students will be targeted to their individual or small group need. Staff members, CSUN student teachers, community partners and volunteers will mentor Tier 3 students to provide motivation for these students to continue their effort toward mastery of the content standards. Students identified in Tier 3 are expected to master identified standards in 6-8 weeks.

All students receiving Tier 2 and 3 services will be reviewed by the Student Community Outreach Team (SCOT) to ensure instructional effectiveness and student achievement. Where appropriate, the SCOT will work closely with parents and identify appropriate resources and services.

## **2d. Accelerated Learning**

Valley Region Elementary School #8's emphasis on Project and Inquiry-Based Learning provides GATE and accelerated learners with an opportunity to engage in self-directed work at increasing levels of academic depth and complexity. The guidelines and policies of LAUSD will be followed to search for and identify high achievers and gifted/talented students, including underachieving potentially gifted students. Students who do not qualify by CST, but who qualify through other school determined measures, will be offered the same opportunities as identified GATE students through differentiated instruction. Teachers will support gifted students by differentiating the depth, complexity, novelty and pacing of content lessons.

## **2e. Instructional Strategies**

Valley Region Elementary School #8 will be organized around the four key instructional approaches to instruction. All stakeholders will work together in the development of a Dual Language Program; teachers will actively engage students in Project and Inquiry-Based Learning with a Technology-Infused Standards-Based Curriculum. Finally, Stakeholders will also use the Problem-Solving Process to analyze instruction and meet individual student learning needs to ensure that no child is left behind. (See Appendix: 2e on how the four key instructional approaches will be addressed)

## SECTION 3: SCHOOL CLIMATE AND CULTURE

### 3a. Description of Culture

All stakeholders at Valley Region Elementary School #8 will promote the school's vision and mission by working together to provide a safe, nurturing, and academically challenging culture for students where they will be expected to be self-directed, active participants in their own learning. The school wide culture will reflect the agreed-upon classroom culture: ideas will be sought out, multiple perspectives will be valued, and all stakeholders will be respected.

To reinforce expectations for behavior, teachers at Valley Region Elementary School #8 will integrate elements of the positive behavior support program, *"Building Effective Schools Together"* (BEST) into their curriculum once a week to support learning both inside and outside of the classroom. Additionally, the *Second Step* and *Too Good for Drugs* programs will be used at school wide monthly assemblies as a means to prevent bullying, drug abuse, and violence among students. (See Appendix: 3a for Program Descriptions). Students will take an active role in these assemblies by role-playing and sharpening their problem-solving skills with peers under the guidance of a facilitating adult.

The school will hold a minimum of three assemblies per year to recognize academic and behavioral achievement, citizenship, and leadership. To emphasize the importance of staying in school, student attendance will be recognized on a monthly basis. All stakeholders will be invited to support the students at awards assemblies and during Dual Language Celebration Night, Literacy Night, Math and Science Fairs, Project and Inquiry-Based Learning Exhibits, and other formal school events.

The school library will be open before, during and after school to be used as a resource for students, parents, and mentors. Students will regularly visit the library to conduct online and offline research for their Project and Inquiry-Based Learning. Additionally, as part of the Technology-Infused Standards-Based Curriculum, students will use their media arts skills to contribute to a school website that celebrates their achievements, showcases their projects, and provides links to resources. Parents, students, mentors, and community members will be encouraged to visit the library during special school events such as Back-to-School Night and Open House, and during literacy-themed gatherings, such as "Dr. Seuss Day," "Read Across America," "Author's Fair," and "Read-a-Thons."

Students at Valley Region Elementary School #8 will wear school uniforms to promote school unity, safety, and improve academic achievement. Parents strongly advocated the use of school uniforms at each community meeting held for Valley Region Elementary School #8. Students will be expected to wear uniforms to optimize learning, minimize distractions, and avoid the negative interactions that might be caused by controversial clothing.

### 3b. College and Career Readiness

All stakeholders at Valley Region Elementary School #8 will work toward the development of the *40 Developmental Assets* in order to support student success toward becoming college-prepared and career-ready (See Appendix: 2c for a description of the 40 Developmental Assets). Teachers will support a successful transition to higher levels of education by the use of the four key instructional approaches that will provide an excellent foundation for future scholarship. Teachers will work closely with students to help them gain mastery of the California content standards, take ownership during Project and Inquiry-Based Learning, use technology proficiently, and become bilingual, bi-literate, and multi-cultural critical thinkers.

Additional strategies to support college and career pathways will include:

- Clear expectations, understanding and preparation for promotion to middle and high school will be provided to students and parents. Beginning in kindergarten, parents will participate in an instructional program with their child and community partners that will emphasize a successful transition to middle school, high school and beyond.
- Opportunities to visit the feeder middle and high school will be provided to students each school year.
- Information and communication about college and university entrance requirements and post-secondary options will be presented visually and through classroom experiences and posted on the school website. Access to technology on the school site or via the website will provide students and families with resources related to post-secondary options (e.g., virtual tours of colleges and universities, community colleges, and various careers). Additionally, CSUN and LAEP will partner in arranging curricular trips to college and university campuses to bring post-secondary options alive. Finally, College Fairs will be held on weekends for students and their families, where speakers from community partnerships will take an active role in parent education for college preparedness. (See Appendix: 3b for information on Project GRAD).

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

Valley Region Elementary School #8 will follow state requirements and Education Code #47612.5 to provide 180 instructional days or 55,100 minutes annually, and follow LAUSD Board of Education approved yearly calendar concerning instructional days, pupil free days, recess breaks, holidays, and beginning and ending dates. (See Appendix: 3c for School Schedules, BUL.1918.0) To provide additional time to at-risk students, intervention teachers and teacher assistants will be funded to lower the overall student-to-teacher ratio. The school will structure the school calendar to implement the banking of instructional minutes throughout the school year to provide grade-level and school teacher teams with planning time during the school day.

### **3d. Athletic and Extracurricular Programs**

Valley Region Elementary School #8 will conduct a needs assessment of the community and students to determine the scheduling and implementation of extracurricular programs. A variety of extracurricular activities will be held as early as 7:15 a.m. and after school up to 6:00 p.m. to meet the needs of students' family schedules. Library and media center hours will be extended to 6:00 p.m. to offer students additional opportunities to read for enjoyment, use technology to research topics, and apply their media arts skills. Community partnerships have also been established that will provide additional services before and after school. (See Appendix: 8c for List of Services Provided by Partnerships) Finally, Youth Services will provide homework support, reader's theatre, science club with experiments and team sports.

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

Valley Region Elementary School #8 will establish and maintain a culture of discipline conducive to learning. This culture of discipline will be achieved by full implementation of the Board approved Discipline Foundation Policy in addition to the use of the *Second Step*, *Too Good for Drugs*, *BEST*, and *40 Developmental Assets* programs. In addition, school-wide and classroom positive behavior systems will be in place to promote positive student behavior and foster a nurturing and inclusive school culture. Teachers will explicitly teach positive replacement behaviors and social skills; they will implement a systematic and consistent process for addressing behavior issues that will consider the classroom and school environment, the level and intensity of instruction, and the curriculum that may hinder students from readily accessing the core instruction. Data will be collected and used to develop proactive strategies to support individual needs.

The school will conduct quarterly reviews of discipline data and use the Problem-Solving Process to address school wide behavioral needs (See Appendix: 3e for LAUSD Discipline Foundation Policy: REF 3638.0).

**3f. Health Mandates**

Valley Region Elementary School #8 will provide services that support the mental and physical welfare of its students. A school nurse and a school psychologist will be available for a minimum of one day a week to provide health care to all students and give priority to students who are chronically ill, have IEPs, and 504 plans. Free or low cost medical, mental health, vision, and dental services will be provided by linked local community agencies such as North East Valley Health Corporation and Mission Community Hospital (See Appendix: 1e- Letters of Support). In addition, on site mental health support will be provided by the Hathaway Sycamore Agency and off site services will be provided by *El Nido*. The Coordination of Services Team (COST), part of the School Community Outreach Team at Valley Region Elementary School #8, will regularly review and refer students in need. The school staff will also receive training on how to provide adequate support or referrals for students with health or behavioral needs.

**3g. Nutritional Needs**

Valley Region Elementary School #8 will meet the nutritional needs of all students by providing free and reduced price healthy lunch programs to qualifying students. Students who missed early morning breakfast will have the opportunity to eat breakfast during recess time as part of the “Second Chance Breakfast” program, and those participating in after-school programs will be provided with healthy snacks by *L.A.’s Best* and Youth Services. The school will implement the School Board’s *Healthy Snacks Policy*. Nutritional education programs that promote healthy lifestyle choices will be based on California’s health standards and involve preventative health services programs, such as *Too Good for Drugs* and *Tobacco Use Prevention Education (TUPE)*. Finally, ongoing screening by District Nursing Services will provide students with free health and vision screenings.

**SECTION 4: ASSESSMENTS AND SCHOOL DATA**

**4a. Educational Goals and Matrix**

The school’s quantifiable achievement goals pertaining to California’s Standards Test (CST) scores, attendance levels, retention rates, number of behavior incidents, and progress on Individualized Educational Plan (IEP) goals for Students with Disabilities can be found in the Appendix section of this proposal (See Appendix: 4a for the Single Plan for Student Achievement (SPSA)).

**4b. Student Assessment Plan**

All assessments will be aligned to California’s content standards and designed to support the four key instructional approaches: a Dual Language Program, a Project and Inquiry-Based Learning approach to instruction, a Technology-Infused Standards-Based Curriculum, and a Problem-Solving Process. Teachers will meet on a regular basis to review authentic, periodic, and summative student data results and will use a Problem-Solving Process to refine instruction. The following chart provides a sampling of some of the assessments that will be administered at Valley Region Elementary School #8:

<b>Authentic</b>	<b>Frequency</b>	<b>Purpose</b>
Project and Inquiry-Based Learning projects	Ongoing	To assess students’ progress toward taking ownership of their own learning and proficient use of technology and media arts
Student Writing	Ongoing	To monitor progress in California’s writing standards and adjust instruction and/or intervention according to student need
Classroom Discussion	Ongoing	To check for understanding and to ensure that all students are engaged in learning
Social/Behavioral		To allow students to socialize their intelligence and to observe the

Observations	Ongoing	development of their organizational and oral communication skills
Teacher-Created Assessments	Ongoing	To check for understanding and to monitor the effectiveness of instruction
<b>Periodic</b>	<b>Frequency</b>	<b>Purpose</b>
ELA Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Math Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Science Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
Social Science Periodic Assessments	Every six weeks	To monitor student learning and to inform instruction
<b>Summative</b>	<b>Frequency</b>	<b>Purpose</b>
Portfolios	At least three times per year	To inform report card grades
Student-Led Conferences	At least three times per year	To inform parents, school, mentors
California Standards Test (CST)	Annually	Assess mastery of California's content standards
California English Language Development Test (CELDT)	Annually	Assess English proficiency
California Fitness Gram	Annually	Assess fitness level of fifth grade students

(See Appendix: 4b for a more complete Student Assessment Plan) In addition to the academic assessments above, Valley Region Elementary School #8 will subscribe to the idea that students learn best when they monitor and take responsibility for their own learning (Resnick). The Curriculum, Instruction, and Analysis Team and other collaborative teams will design and facilitate assessments for students to self assess and set personal academic goals.

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

Before the start of the school year, teachers will be given time to review incoming CST data from the two feeder schools and apply the Problem-Solving Process to identify which standards were the most challenging for incoming students. Additionally, teachers at Valley Region Elementary School #8 will use the Problem-Solving Process during grade-level and school team meetings to monitor student achievement toward the school-wide Annual Yearly Progress (AYP) and Academic Performance Index (API) in English language arts and mathematics, grade-level benchmarks in assessments, student attendance and behavior, and Individualized Education Program goals. Throughout the school year, intervention will be provided for at-risk students and the Curriculum, Instruction, and Assessment Team will use formative assessments to monitor student progress and determine professional development needs. Intervention groupings will remain flexible to allow students to receive the appropriate amount of time in one or more interventions.

#### 4d. Data Systems

Valley Region Elementary School #8 will use the Integrated Student Information System (ISIS) in school operations in accordance with the Los Angeles Unified School District Modified Consent Decree. This data system will be used in conjunction with others to inform school administrators and the Curriculum, Instruction, and Assessment Team of ongoing student needs.

#### 4e. LAUSD School Report Card

Valley Region Elementary School #8 will participate in the Los Angeles Unified School District Report Card program. Administrators will be responsible for disseminating satisfaction surveys to students, parents, and

staff, for the Report Card to measure their satisfaction with the school’s academic policies and programs, culture, environment, and safety. Survey results will be shared with all stakeholder groups to assess how well the school is responding to the needs of students, parents, and staff members.

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

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

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

Local District 2 is submitting the proposal to operate Valley Region Elementary School #8. Therefore, it is not necessary to demonstrate financial solvency. Local District 2 and Valley Region Elementary School #8 will continue to work with the Division of Special Education and Support Unit North to monitor and ensure compliance with all Modified Consent Decree outcomes.

### **SECTION 5: PROFESSIONAL DEVELOPMENT PLAN**

Valley Region Elementary School #8 will seek autonomy related to the time and frequency of professional development to accommodate its unique vision, mission and educational plan.

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

Professional development at Valley Region Elementary School #8 will be aligned with the school’s vision and mission to support the four key instructional approaches to instruction. Professional development at Valley Region Elementary School #8 will concentrate on developing a culture where teachers work collaboratively to improve student learning and teacher practice. The following elements will be a part of the professional development program at Valley Region Elementary School #8 for the school’s first year:

- During the school’s first year, special time will be devoted to developing a school-wide understanding of effective dual language instruction and pedagogy to support the Dual Language Program in preparation for implementation in the following year.
- Teacher teams will meet to analyze student data and student work using the Problem-Solving Process.
- Teachers from Pre-Kindergarten through grade five will learn about the Project and Inquiry-Based Learning Approach to instruction.
- Teachers will study California’s frameworks and receive professional development on how to infuse technology into standards-based curriculum.
- Teachers will be involved in the planning, implementation, and evaluation of professional development.
- Teacher teams will engage in lesson study on identified areas of improvement based on data analysis. Each lesson study will incorporate the four school-wide approaches to instruction to meet the needs of students.
- Community partners and parents will be invited to attend professional development alongside teachers.
- Teachers will study the Five Standards of Authentic Instruction to help them with their planning.

(See Appendix: 5a for “The Five Standards of Authentic Instruction”) a framework developed at Wisconsin’s Center on Organization and Restructuring of Schools

Valley Region Elementary School #8 will adhere to Article IX – Hours, Duties, and Work Year, Article B – Professional Development, and Article XXVII – Shared Decision Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreement regarding staff participation in professional development.

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

Per-pupil funding flexibility will allow for an orientation during the month of August, 2010 for teachers transitioning to Valley Region Elementary School #8 from the two feeder schools. The induction program for new and existing teachers will include the following:

#### **Year 1**

- An orientation to provide all teachers with pertinent information based on Valley Region Elementary School #8’s vision, mission, and educational plan. This Professional development will be used to start the creation of the school’s culture and will be **threaded throughout the next 3-5 years**.
- Ongoing professional development on the four key instructional approaches
- Ongoing professional development on setting working norms with different groups (e.g., The School Site Governance Council, The Curriculum, Instruction, and Assessment Team, Community Partnerships, Mentors, Grade-level and school teams).
- Begin to develop the mentorship program, which will be fully implemented **by the third year of the school**.

#### **Years 2-5**

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

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

The school calendar, daily schedules, and PD plan will be aligned to the school’s vision, mission, and educational plan. The PD calendar provides training for school staff that exceeds the traditional amount of time by 10 days. (See Appendix: 5c for the professional development schedule)

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

The Curriculum, Instruction, and Analysis Team will collect feedback at the end of each professional development meeting and will develop quarterly surveys for teachers to give comprehensive feedback about

their professional development needs. The effectiveness of the professional development program will be based on what the data shows regarding the implementation of the PD topic(s). The Curriculum, Instruction, and Assessment team will also join with the administrators to visit classrooms monitor, support, and review the implementation of the four key instructional approaches. A PD schedule will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and topic materials, including power points, will be maintained as a record of all school PDs. Teachers will reflect after every PD to make connections to their students and teaching practice.

## **SECTION 6: PROFESSIONAL CULTURE**

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

Valley Region Elementary School #8 will operate as a community school in a collaborative environment. Collegial collaboration will be the norm for all stakeholders. The school staff will make their learning process public, which will serve as a model of a life-long learning skill for students. All stakeholders will work collaboratively to improve student and adult learning by analyzing student data to make decisions that are based on consensus and focused on meeting the needs of the students.

In addition, Valley Region Elementary School #8 will adhere to Article IX-Hours and Duties and Article X-Evaluation and Discipline, as described in LAUSD Collective Bargaining Agreements.

### **6b. Evaluation**

The evaluation of teachers at Valley Region Elementary School #9 will follow Article X of the LAUSD Collective Bargaining Agreements. Administrators and the Curriculum, Instruction, and Assessment Team will make unannounced visits to all classrooms on a regular basis. Teachers will be provided with written or oral feedback within 24 hours of visitations (See Appendix: 6b for samples of observation checklists). In addition, teachers will observe team partner lessons as part of the collaborative lesson study process. Teacher teams will monitor their collaboratively planned lessons and provide feedback to each other on a regular basis. Experienced teachers will be visited on a monthly basis. New or challenged teachers will be visited by supporting teachers and an administrator weekly and twice a year as part of their stull evaluation process. If a new teacher is found to be “below standard” after a reasonable amount of support has been given, s/he will be dismissed.

### **6c. Feedback**

The principal at Valley Region Elementary School #8 will provide all staff members with a confidential survey designed for their classification to identify school wide needs. Data from these surveys will be summarized and shared with the School Site Governance Council, who will share the results with the school staff. All stakeholders including parents and members of the community will prioritize, develop, and implement potential strategies to improve the professional culture of the school based on the summarized data.

## **SECTION 7: SERVING SPECIALIZED POPULATIONS**

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

Valley Region Elementary School #8 will implement a Response to Instruction and Intervention (RtI<sup>2</sup>) framework where high-quality, rigorous instruction and differentiation, planned data analysis, progress monitoring, and evaluation of student outcomes will inform the cycle of instructional improvement. Universal, periodic, and other assessments will be used to identify and support students who are at-risk of not

meeting benchmark levels of proficiency in content standards. Additionally, quantitative and qualitative data sources will be used including: free and reduced meal applications, English Language Development (ELD) levels, formative assessments in core content subject areas, California English Language Development Test (CELDT), California Standards Test (CST), English Language Development (ELD) portfolios, behavioral referrals, attendance, cumulative and health records, and teacher anecdotal records.

Teachers at Valley Region Elementary School #8 will meet the academic, social, and behavioral needs of all students through rigorous, effective first teaching, differentiation of instruction, scaffolding the learning process and multi-age learning teams. Teachers, parents, Student Community Outreach Team (SCOT) including COST (Coordination of Services Team) and SST (Student Success Team) will determine how best to meet the needs of students. Consideration will be given both to academic needs as well as health and human services for the student and/or family. In addition, District services (such as nursing services and school mental health), community agencies, and established partners will be resources that will provide these services.

**The following school wide structures will be in place to meet the needs of students at risk and students with disabilities:**

- Teachers will use District mandated research-based curricula and intervention programs.
- Teachers will access and use research-based strategies, methodologies, pedagogies, realia, and culturally relevant strategies to teach grade level standards and to facilitate student access to the core curriculum.
- Small group and one-to-one instruction in specific areas of need will be provided to students.
- Teachers will teach students how to use research-based strategies so they can use them on their own and across the curriculum.
- Teachers will teach Project and Inquiry-Based Learning with scaffolds to assist students with the process and encourage them to select their own inquiry-based projects. Students will work in teams and have mentors assist them.
- Teachers will write specific, clear and appropriate individualized offers of Free and Appropriate Public Education (FAPE) for students.
- Students will be mainstreamed in age appropriate classrooms.
- The entire school climate and culture will be inclusive and personalized for all students.
- Appropriate accommodations will be provided to ensure that students can successfully access standards-based curriculum and school environment.

**Staffing and Parent Needs:**

- All teachers will be trained in the implementation of the District's mandated curriculum and RTI<sup>2</sup>
- The school staff will use Welligent reports, Modified Consent Degree monthly progress reports, timeline reports for Outcome 7, accommodations and modifications, service tracking logs to monitor school progress in meeting the needs of all students.
- Regular parent workshops will be provided to address concerns such as academic needs, homework completion and to promote parent participation in supporting at-risk students at home.
- All stakeholders will hold high expectations for all students and will guide students towards proficiency in ELA, math, and ELD. (No Child Left Behind)

## **Students with Disabilities**

Valley Region Elementary School #8 is committed to providing a free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities. Valley Region Elementary School #8 will educate students with disabilities through the Least Restrictive Environment (LRE) to the greatest extent possible, to integrate them with their non-disabled peers. They will receive all appropriate supports and services to ensure access to standards based curriculum and receive full educational benefit. Placement in a more restrictive environment will be considered only when the needs of the student cannot be met in the general education setting with accommodations. All school staff will be trained on how to support students in the Least Restrictive Environment. LAUSD's Special Education Office and Valley Region Elementary School #8 will provide a full continuum of placement options to meet individual student needs. Valley Region Elementary School #8 will implement and monitor the special education process using the Los Angeles Unified Education Special Education Policies and Procedures Manual. (See Appendix: 7a for Special Education Policies)

### **7b. Students At Risk**

The school will identify students at risk of learning by one or more of the following criteria:

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

The School Community Outreach Team (SCOT) or Student Success Team (SST) will manage the protocol for student identification of services. These teams will be responsible for reviewing student data to determine needs and monitoring proactive strategies to support students. Parent, staff, teachers and community members will be able to refer a student to this team for review. SCOT will be comprised of teachers, administrators, support service providers, community school partners, and parents who will examine individual student needs and data to determine appropriate services for the family and student, including health and human services, nutrition, instructional interventions, and community school supports. To provide the least restrictive environment for the student, recommendations will be made to the teacher and parent concerning strategies and accommodations to use to assist the student in learning. If further assistance is needed, the team will meet to determine next steps. These steps may include further assessments and or accommodations. If a student is found eligible as an Individual with Exceptional Needs (IWEN), the special education process will be implemented.

### **Extended School Year (ESY)**

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

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

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

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

## **English Learners (ELs) and Standard English Learners**

Teachers at Valley Region Elementary School #8 will utilize appropriate strategies to support English learners and Standard English learners as outlined in the following points:

- An extended time block of English Language Development (ELD) of a minimum of 45 minutes daily to help ELs attain proficiency in English as quickly as possible. This dedicated time will provide opportunities for ELs to preview and review essential vocabulary and content needed to access the core curriculum.
- A continued focus on Local District 2's Three Practices: Student Use of Complete Sentences; Academic Vocabulary/ Use of the Language of the Discipline and the Use of Writing as an Aid to Thinking and Learning/Writing Process across the curriculum. These "Access to Core Strategies" have been instituted as part of the Theory of Action in all Local District 2 schools for all students and connect the instructional work for three years from early education, elementary, middle and senior high schools
- A school wide identification and agreement of effective strategies for ELs, SELs and all students in the ELD Practicum (e.g., Pull Out and Talk/Write, Use of Communication Guides, Thinking Maps).
- The use of best practices for developing oral language (e.g., increased and intentional use of academic vocabulary embedded in meaningful contexts, the use of synonymous tags/appositions with unfamiliar words, the use of vocabulary strategies used within a context that make the meanings of unfamiliar words easy to attain. This oral practice, paralleled in reading and writing, will support students since they will be able to see and refer to the strategies.
- A learning environment that values students' strengths, culture and language.
- A safe and consistent school culture and environment that emphasizes the unique and learning backgrounds of students.
- The use of positive behavior support systems. (See Appendix: 2c for *Forty Developmental Assets* and 3e: LAUSD's Discipline Foundation Policy)
- A Focus on building relationships between students and adults. Implement a mentorship program.
- A culture where students interact with teachers and mentors from community partnerships, all of whom act on the belief that "*They are all our children.*"

Other strategies have been previously addressed in section 2c of this proposal.

## **SECTION 8: FAMILY AND COMMUNITY ENGAGEMENT**

### **8a. Identification**

Valley Region Elementary School #8 will be located in the Northeast San Fernando Valley in the City of Los Angeles, within Local District 2 of LAUSD. There are several historical and cultural locations nearby for families to share with their children: Pico Adobe, and San Fernando Mission College. In addition, San Fernando Parks and Recreation sites offer many cultural events and athletic programs.

Valley Region Elementary School #8 will receive students from Gridley Ave. ES and Morningside ES. Some students from Dyer Es will move to Gridley ES enabling all four schools to be on a traditional single-track calendar. The school will be a Title I School of approximately 575 students with over 90% Hispanic students in kindergarten through grade five. 90% of the families are economically disadvantaged with children receiving free or reduced school meals; 45% of the students are English learners. The levels of family education are predominantly high school graduates - non-high school graduates. The families of this community strongly value education, community involvement and have pride in their families, language and culture.

Through the use of parent surveys we gained a better awareness of the strengths and needs of Valley Region Elementary School #8's community. The surveys indicated that even though the feeder schools offer many parent involvement opportunities through their parent centers, there is still a need for more English as a Second Language (ESL) classes, parenting classes, how to help their children with homework, job

training/preparation classes, and health, dental, and mental health services on the school campus. In subsequent discussions at community meetings, parents also expressed a desire to be more actively involved in classrooms and in the school's daily life.

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

At community meetings held (in late 2009) November 24<sup>th</sup>, December 1<sup>st</sup>, 8<sup>th</sup>, and 15<sup>th</sup>, parents, and community from feeder schools openly shared their enthusiasm and interest in Valley Region Elementary School #8. The parent responses indicated a desire and willingness to participate in their student's education. Parents shared their values and priorities regarding academic, social, and parent education programs. (See Appendix: 8b for Transcribed Notes from Parent meetings) All language preferences of parents will be respected in all school communications and outreach events. Translation will be continuously available. Parent suggestions and input will be solicited through written and verbal communication. The vision for the new school reflects many of their stated goals: the inclusion of a dual language immersion program, technology-blended instruction, a project and inquiry-based approach to instruction, and an active curriculum. By offering a dual language program, the school will provide a unique opportunity for families that seek academic excellence and genuine bilingualism for their children. Dual language programs provide strong academic gains for language minority students and native English speakers. Parents need to be committed to bilingualism and bi-literacy and aware that a long-term commitment will be necessary in order to receive the maximum benefits of this program.

### **Parent-Student-School Contract**

Parents will be involved in the development, implementation and enforcement (within District guidelines) of a "Three Way School Contract" to establish a shared responsibility between students, parents, and the school staff around the school's vision, mission and educational plan. The contract will also have expectations for student learning and conduct. The Contract will be revised annually as part of the Single Plan for Student Achievement and will be administered by parent volunteers.

### **School Community Outreach Team (SCOT)**

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

### **Role of the Parent Center Director**

The Parent Center Director will assist the principal with the work of SCOT and will maintain ongoing communication between parents and community. A calendar of parent education and training opportunities will be developed that will relate directly to the vision, mission and educational plan of the school, provide background for parents on the value of bi-literacy and bilingualism, the role of technology both in school and in homes, the value of project and inquiry-based learning, and the problem-solving process. The on-going parent education process will develop appreciation of bi-literacy and bilingualism as a critical 21<sup>st</sup> Century skill.

### **Role of the Principal**

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

### **Parents and Community as Volunteers**

Teachers will actively solicit parent assistance in classrooms to help with students' inquiry-based projects. Parents will have opportunities to learn about the school's vision and mission. Student-led conferences will be held three times each year: students will take an active role in describing their learning and presenting their portfolios. Teachers will assist parents in understanding the role of technology and students' inquiry-based projects as they relate to the school's unique vision, mission and educational plan.

### **Parents in Governance**

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

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

Resources within the community and possible partnerships for Valley Region Elementary School #8 have been extensively explored and A partnership with the Los Angeles Education Partnership (LAEP) group that is also working with San Fernando Middle School has been established. Valley Region Elementary School #8's vision and mission has direct links to the vision and mission of San Fernando Middle and San Fernando High school where students will eventually attend.

San Fernando Middle School's vision, mission and educational plan includes:

- A student-centered environment
- A supportive community of parents, students, teachers, staff, and community organizations
- Standards-based instruction
- The use of technology for communication and research

The vision, mission and educational plan for San Fernando High School includes:

- A standards-based curriculum
- An expectation that students will communicate effectively, solve problems, apply knowledge, and be productive contributors of the community
- The use of technology

California State University Northridge, UCLA, Families and Friends, Hathaway-Sycamores Agency, ABC Learn, Friends of the Family, Valley Community Clinic, Girl Scouts, Boy Scouts, Mission Community Hospital, Valley Care Community Consortium, and *El Nido* and others have also pledged to provide real life connections between Valley Region Elementary School #8 and the wider community. During the first five years of the school's operation, the School Site Governance Council will work to institute and implement a calendar and menu of services for children and parents of Valley Region Elementary School #8. By combining the school's strong academic focus with civic and environmental responsibility, Valley Region Elementary School #8 will create a rich foundation to begin creating an environment where children will flourish as learners and develop leadership skills within their school and community. Community members from the Partnerships will serve as part of the School Site Governance Council. Partnerships were selected based on the services that match those indicated by students and parents at the planning meetings and that meet the needs of the students according to the school's data. The School Community Outreach Team (SCOT) will be responsible for managing, cultivating and expanding the partnerships through ongoing effective communication, meetings and outreach.

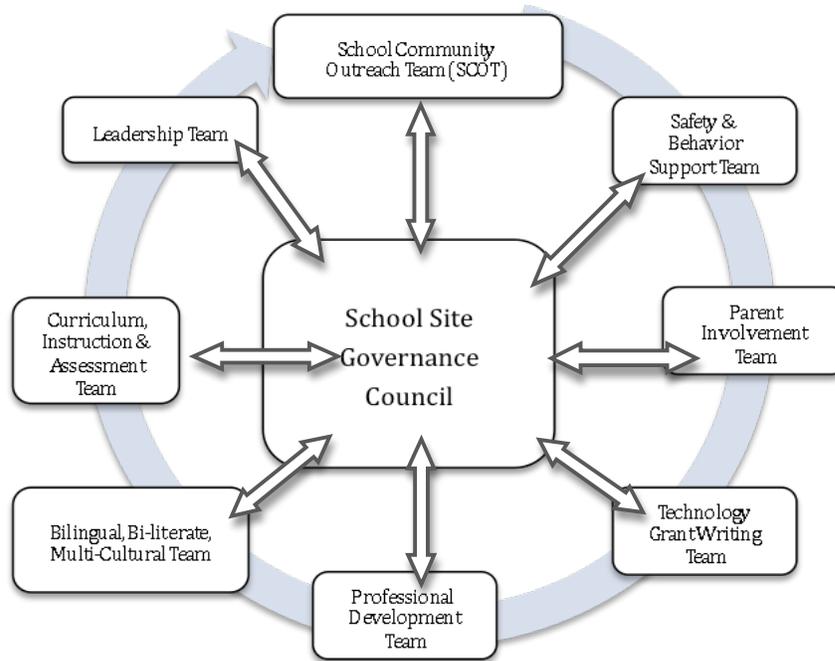
(See Appendix: 8c for Key Community Partnerships)

## SECTION 9: SCHOOL GOVERNANCE

The proposal for Valley Region Elementary School #8 will adhere to Article XXVII Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, the school will follow the Education Code regarding the formation and operation of the School Site Council. Collaboration using the Professional Learning Community model will be a main tenet of Valley Region Elementary School #8. The school will be managed by school teams giving input to the main governance council, which also handles the functions of the School Site Council (SSC). This governance council will be called the School Site Governance Council (SSGC). It will comply with the state guidelines (See Appendix: 9 for Advisory Councils and Committees, Bul. 4148.1).

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

- Leadership Team (principal, SAA, lead teachers, coordinators)
- Curriculum, Instruction & Assessment Team (administrator, teachers, coordinators)
- Bilingual, Bi-literacy, Multicultural Team (principal, teachers, parents, partners)
- Professional Development Team (principal, lead teachers, partners, CSUN)
- Technology Grant Writing Team (teachers, partners)
- Parent Involvement Team (parent center director, parents, teachers, administrator, partners)
- Safety and Behavior Support Team (administrator, teacher, parents, support personnel, partners)
- School Community Outreach Team (SCOT)(partners, school support personnel, principal. teachers, parents)



### School Site Governance Council

Membership in the School Governance Council (SSGC) will reflect the diverse skill sets of the school’s stakeholder groups. The School Site Governance Council (SSGC) will be the only school based decision-making body. The composition of the SSGC will follow Education Code 62002.5 and 52852 guidelines; yet will be expanded to include more members. The SSGC will be composed of no fewer than 10 members: the principal; representatives of the teachers elected by teachers at the school; other school personnel elected by other school personnel at the school (i.e. Classified and other certificated out of classroom personnel); parents of pupils attending the school and community members elected by such parents. Classroom teachers will be the majority on the staff side. All members will have equal voting rights and will be able to choose to make decisions by consensus. (See Appendix: 9 for Bul.4148.1: Advisory Committees and School Site Councils)

Possible Total Membership Configurations of the School Site Governance Council:

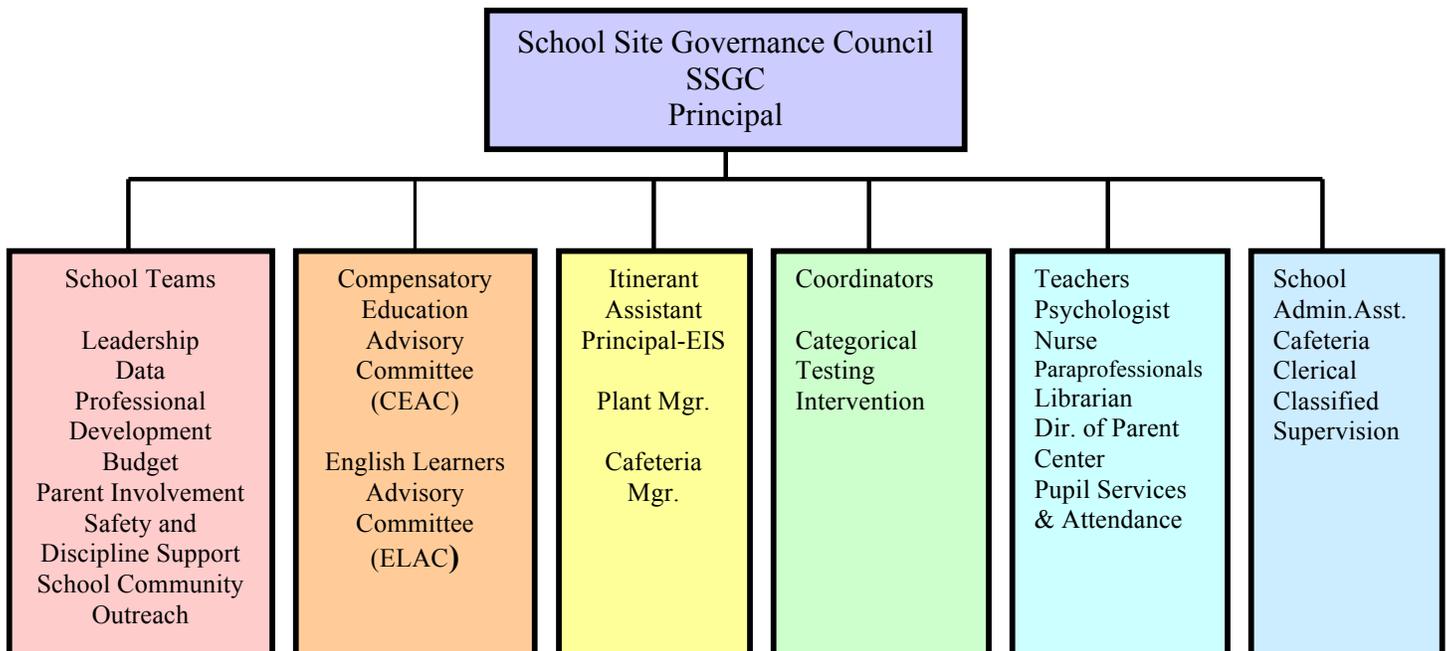
Council Size	Principal	Classroom Teachers	Other school staff	Parents and Community
10	1	3	1	5
12	1	4	1	6
14	1	5	1	7
14	1	4	2	7

Qualifications of members of the SSGC include:

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

### 9a. School and Advisory Organizational Chart

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



### **Role of School Site Governance Council (SSGC)**

The primary responsibility of the SSGC will be to ensure effective implementation of the vision, mission, and educational plan of Valley Region Elementary School #8. To achieve this, the SSGC will meet monthly and work together using agreed upon norms and protocols for decision-making. The norms and protocols will be determined during the school's orientation and will reflect Valley Region Elementary School #8's commitment to collaboration and consensus-based, decision-making. The SSGC will assume accountability for the implementation of the educational program, financial management, and operations of the school and will also secure the involvement of local stakeholders. Among the specific areas of duty and governance are the following:

- Utilize and request information from school teams as needed
- Develop, approve, and monitor the Single Plan for Student Achievement (SPSA) and other school plans and categorical budgets in consultation with all stakeholders, including advice or certification from any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC), and the Gifted and Talented Advisory Committee (Education Code 64001).
- Approve annual changes to the plans, categorical budgets, and other budgets
- Approve Professional Development plan and activities
- Approve the Safety and Discipline Plan and maintenance of a safe and healthy learning environment
- Approve School Schedule and Activities
- Participate in the hiring committee, school calendar, professional development plans
- Oversee the evolution of the Spanish Dual Language program as it impacts students, teachers, and parents
- Oversee the application of technology to student projects, particularly in the areas of Science and History/Social Science
- Oversee the timely collection, analysis, and presentation of student achievement and other data to inform leadership decisions
- Effectively use resources (people, time, funds, materials) to ensure alignment with the Valley Region Elementary School #8 vision and mission
- Oversee timely delivery of agreed upon services by school partners
- Oversee extended school day learning activities
- Oversee the effectiveness of the implementation of the music and health/P.E. programs and the maintenance of the collaborative teacher planning time assisted by the music and P.E. teachers
- Maintain regular, transparent communication with the school community at large
- Oversee ongoing professional development for SSGC members to improve effectiveness in the governance of Valley Region Elementary School #8's financial, operational, and educational programs
- Schedule Regular evaluations on the effectiveness of the SSGC in meeting its responsibilities
- Oversee formal and informal data collection to assess perception of effectiveness of school policies in order to inform existing or new policies.

### **SECTION 10: SCHOOL LEADERSHIP AND STAFFING PLAN**

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

**10a. Leadership Team Capacity**

Local District 2 is submitting the plan for Valley Region Elementary School #8. The Leadership Team consists of the local superintendent, principal, directors, instructional experts in all content areas, classroom teachers, parents, community members, and partnership organizations. (See Appendix: 1f for Resumes of the leadership team that wrote this proposal and that show a proven track record of success serving students of similar demographics.

**10b. Staffing Model**

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

Below are the academic and non-academic staffing needs for Valley Region Elementary School #8 from start-up through year five:

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

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

**10c. Compensation**

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

## 10d. School Leadership

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

- *Knowledge of Instructional Practices:* Extensive knowledge and training on the dual language program, project and Project and Inquiry-Based Learning, technology-infused standards-based curriculum, and problem-solving process.
- *Leadership:* Leads in a positive manner, demonstrates integrity, sense of purpose and fosters teamwork and positive morale; implements the educational plan and supports the vision and mission of the school. Supervises and monitors the implementation and delivery of the intended curriculum; envisions cutting edge educational reform and is fluent with current educational theory, practices and research.
- *Collaboration:* Responds and engages with families, partnerships, and community members to mobilize resources to further develop the community school.
- *Problem-solving Process:* Demonstrates ingenuity and/or creativity in solving problems or working towards results; trained extensively in the Response to Instruction and Intervention (RtI<sup>2</sup>) framework.
- *Follow-up and responsiveness:* Responds, initiates, changes or sets new priorities; communicates the same to all involved to ensure all tasks and projects are seen through to completion.
- *Extra-organizational sensitivity:* Perceives the impact and the implications of decisions on various ethnic groups; understands and is sensitive to various cultural and ethnic groups. Able to work with all student representatives of the various sub-groups at the school such as at-risk students, students with disabilities, socio-economically disadvantaged, English learners, standard English learners and GATE students.
- *Communication:* Expresses ideas clearly and effectively in both oral and written communication; encourages continuous improvement instructional delivery by providing feedback to all teachers and staff.
- *Decision-making:* Uses judgment that results in a positive conclusion or solution; uses data to drive decision making.
- *Fairness-objectivity:* Directs and manages in a manner that is based on all pertinent information.
- *Judgment:* Makes decisions which reflect factual information based on logical assumptions, taking organization resources into consideration.

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

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

(See Appendix: 10d for LAUSD’s Job description for principal. The job description for Valley Region Elementary School #8’s principal is additional to basic job description and qualifications found in LAUSD’s job description)

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

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

The selection criterion for all candidates will include a proven track record of success serving students of similar demographics to those of Valley Region Elementary School #8. Each candidate will need to have the capacity to successfully perform all tasks needed to lead the new school and will need to display a strong ability to work collaboratively in developing a community school.

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

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

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

**10f. Recruitment of Teaching Staff**

The Leadership Team’s strategy for recruiting, hiring and developing the school’s teaching staff will be to focus on the candidate’s proven track record of success serving students of similar demographics. Teachers will be interviewed and will need to demonstrate their ability to provide standards-based instruction for all students. In addition, teachers will need to show knowledge of project and Project and Inquiry-Based Learning, culturally relevant and responsive pedagogy, and instruction. The school will follow LAUSD’s Collective Bargaining Agreements.

As part of the selection criteria teachers will be asked to provide evidence of their unique qualities and experience in conducting standards-based lessons in all subject areas. Candidates will need to provide a portfolio reflective of their successful teaching experiences serving students of similar demographics. The candidates will be interviewed by the Hiring Team and will be required to meet the following criteria:

- *Evidence of Collaboration:* Demonstrate ability to work collaboratively with all stakeholders to advance their skills, knowledge, and capacity as educators. Substantiates previous experience of working collaboratively with other teachers in a team-teaching environment for subject areas such as Science, History-Social Science and ELD.
- *Evidence of providing Differentiation of Instruction:* Candidates will need to present sample lesson plans, a professional portfolio and student work samples that indicate the effective use of differentiation

- of instruction for SEL’s, English learners, students with disabilities, Accelerated/GATE, at-risk students, and students of poverty.
- *Highly Qualified*: All candidates must hold a valid California Teaching Credential and at minimum a CLAD credential.
- *Community involvement*: The candidate will need to demonstrate the ability to work effectively with parents, staff and partnerships in support of the community school.
- *Data Analysis*: Candidates will need to understand how to work with the results of multiple assessments to guide instruction and how to guide students to be self-directed, teaching them how to interpret their own data to increase learning.
- *Problem-Solving Process*: Engages in a problem-solving process to interpret data to refine instruction
- *Critical Thinking Skills*: Embeds critical thinking skills in all lessons and activities.
- *Instructional Plans*: Interrelates ideas and information within and across subject matter areas; uses instructional strategies, materials, resources and technology to ensure that all groups of students have equal access to the curriculum.
- *Classroom Culture*: Establishes and maintains a climate that promotes fairness and respect; implements classroom procedures and routines that support student learning and provides an effective classroom environment.
- *Communication*: Communicates regularly and on a timely basis with students and parents about instructional goals and student progress.
- *Professional Growth*: Possesses professional goals and demonstrates continuous growth; will work with colleagues in the improvement of professional practices and of the school program.

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

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

**Timeline for recruiting, hiring and developing teaching staff:**

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

**SECTION 11: OPERATIONS**

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

**SECTION 12: FINANCES**

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

**SECTION 13: FACILITIES**

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

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

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