

***d. Program Evaluation:***

The evaluation of Professional Development will be formative and summative. Use of student data and written evaluations are some of the tools to be used. In addition, a site based rubric will be used to measure the effectiveness of the proposed overarching school-wide instructional program, school-wide instructional strategies, and any planned changes. For evaluation purposes, the teachers, staff, parents, students, and members of the community will participate in collaborative reflection during scheduled a PD to identify patterns of strengths and weaknesses of the proposed instructional program. To elevate discussion during content and staff meetings, protocols of behaviors will be used so that feedback is constructive as well as honest.

For evaluation purposes, the teachers and staff will agree to collaborative reflection during scheduled a PD to identify patterns of strengths and weaknesses of our effort. To elevate discussion during content and staff meetings, protocols of behaviors will be used so that feedback is constructive as well as honest.

A rotational PD schedule will be implemented to provide collegial monitoring and accountability. For example, Tuesday PD will cycle on an 8 day rotation. The rotation will be as follows:

- During the first five PD Tuesdays Learning Team type groups, from each academy, will engaged in developing UbD lessons. This process will use the RtI<sup>2</sup> Problem Solving Process (Problem Id, Analysis, Intervention Design and Evaluation). This process will be monitored by administration to ensure each is using time efficiently and has the necessary support. Teams will also document their progress.
- On the 6 day of the rotation teams will present to the whole faculty regarding what was accomplished, and share best practices.
- The 7<sup>th</sup> and 8<sup>th</sup> day will be shared by district mandated use of PD Tuesdays and the further professional learning of the staff. For example, instructional strategies that were agreed upon will be further developed and deepened, with the understanding that these are strategies will be present with any designed lessons.

Below is a sample of our **Professional Development Plan for Tuesday Rotation** as well as our **UbD Planning/Documentation Sheet** that will serve as part of our accountability process.

## Template - Professional Development Plan for Tuesday Rotation

**Team Members** \_\_\_\_\_

**We will be meeting in room** \_\_\_\_\_

Your UbD Lesson Design Team will have 90 minutes of structured PD time for five weeks. On the sixth week you will be expected to share, with the whole faculty, what you have created and its impact on student achievement. It may be necessary to work closely with your team during your shared block conference period to complete your lesson before Week 6.

Week 1 (Add Date)	Week 2	Week 3	Week 4
<p><b>UbD Lesson Study</b></p> <p>Teams created by grade level/subject</p> <p><b>PROCESS CHECK:</b> Team must complete and return Planning - Documentation Sheet by the end of the PD today.</p>	<p><b>UbD Lesson Study</b></p>	<p><b>UbD Lesson Study</b></p> <p><b>PROCESS CHECK:</b></p>	<p><b>UbD Lesson Study</b></p>
Week 5	Week 6	Week 7	Week 8
<p><b>UbD Lesson Study</b></p>	<p><b>Whole Faculty Meeting-Staff will share and discuss what was created during the five weeks. Then amend or refine LBLC's instructional PD goals.</b></p>	<p><b>Possible Choices:</b></p> <ul style="list-style-type: none"> <li>• <b>Based on the discussions at week six, staff will begin next in-service on instructional strategy or deep understanding of current instructional approaches and incorporated them into their UbD lessons.</b></li> <li>• <b>PLE Meetings</b></li> <li>• <b>Department Meeting</b></li> <li>• <b>District Mandated Tuesday PD</b></li> </ul>	

## UbD Team Planning - Documentation Sheet

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**Members:** Designate one member of your team to collect and hold all materials you will be working on.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

As part of the planning and documentation process, answer each section.

Using your data identify an area of need. What multiple data sources did you use to make this determination?	What did you decide was the problem and the targeted need? <ul style="list-style-type: none"><li>• Content:</li> <li>• Skill</li></ul>
What is the standard?	State your shared goal.
Before beginning to design your UbD lesson, describe the teams agreed upon expectations?	

Please return this Planning/Documentation Sheet to \_\_\_\_\_ by the end of our Tuesday PD today.

School-designed Groupings: The most common grouping will be Grade Level Subject (ie: 7<sup>th</sup> grade ELA, 8<sup>th</sup> grade History/Social Studies, etc.). Consideration will be given for other team configurations that will result in improved instructional practice and are intended to further our agreed upon educational outcomes.

Common conferences will be necessary to allow for Interdisciplinary planning and personalization through shared information about student needs and concerns.

**\*\***One point-person, could be Principal or a teacher who works closely with the Principal to visit and monitor faculty-designed groupings. Interested teachers who match job description (see attached, Teacher PD Point Person Job Description) will need to apply for position. Incentives may include one less class period and/or no Advisory. **\*\***

## VI. Professional Culture

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### *a. Professional Culture:*

Teachers who elect to work at LBLC will be expected to adhere to the California Standards for the Teaching Profession. The six areas of focus for these standards are:

<b>STANDARD ONE:</b>	<b>STANDARD TWO:</b>
Engaging and Supporting All Students in Learning	Creating and Maintaining Effective Environments for Student Learning

<b>STANDARD THREE:</b>	<b>STANDARD FOUR:</b>
Understanding and Organizing Subject Matter for student Learning	Planning Instruction and Designing learning Experiences for All Students

<b>STANDARD FIVE:</b>	<b>STANDARD SIX:</b>
Assessing Student Learning	Developing as a Professional Educator

Additional details explaining each of these areas can be found at <http://www.ctc.ca.gov>

These six areas will provide the basis for professional expectations and administrative and collegial evaluation. Through regularly planned administrative classroom visits and scheduled conversations for improvement between the administrator and the teacher, teacher practice will improve.

All teachers will be expected to accept leadership and mentorship opportunities within the school community as appropriate. The development of a professional portfolio detailing each teachers academic training, personal educational accomplishments, leadership, and student achievement data will be made available to the public and used as a public relations tool for our school. Teacher portfolio will contain examples of past student work, project rubrics, and alternative assessment strategies. Ongoing professional growth opportunities will be provided based on ongoing analysis of student achievement data and student work analysis, as well as teacher self- identified growth. Included in this new personal growth model will be “Intra-staff visitations” which is defined in more detail in Section 6b.

### *b. Evaluation:*

All teachers will be evaluated on a regular basis by the school administrator using the LAUSD Teacher Performance Evaluation Form until a new and more valuable tool is developed and approved. The administrator’s final evaluation will be based on his/her own observations of the teacher based on the California Standards for the Teaching Profession, review of the peer assessment tool used by all staff, the required student/parent community surveys, teacher/parent interaction log, and student data that shows whether students are making continuous improvement in a variety of measurable areas, both academic and nonacademic in nature.

Intra-staff Visitations: Growth can only occur when all stakeholders participate in reflective practice. One of the most powerful ways to do this is participating in an Instructional Round (Elmore, City, 2009). By defining a focus area clearly, teachers will observe each other delivering lessons at regular intervals. Data will be collected and discussed using the Instructional Rounds protocol so that the feedback is clear for the visited teacher. The intention is to create consistency within the school, to observe best practices and learn from each other, to provide solicited feedback, and offer opportunities for teacher to self-correct and refine. Teachers will establish the focus for each class visit. Teachers will share what they have learned and will identify areas of support that the principal can provide, if needed. In this model, a teacher will welcome a trusted peer to their class.

(<http://pandora.cii.wvu.edu/dialogue/issue9.html>, <http://www.ntlf.com/html/lib/bib/94-2dig.htm>)

Staff will explore the use of mid-year peer reviews. The format will be the result of collaboration of the staff. Process may include a mid-year self-evaluation followed by solicited peer reviews. Peer reviews will be based on multiple modes of input, such as review of teacher's professional portfolio, conversations about teaching philosophy, and multiple Intra-staff visitations. Peer reviews will be based on National Benchmarks for teaching, documentation and evidence, collaboration and familiarity with the colleague's work, and questions may include: "What do you consider to be this person's top 3-5 work related strengths?", "What are the 3-5 major areas that you think this person can improve on and how might they do that?"

Teachers that are identified as "less effective/struggling" will be provided multi-tiered supports. Initially, instructional team/mentors would visit the teacher, model effective strategies, and debrief their observations with the teacher in question. The administrator may also provide the teacher coverage time to observe peers, followed by a debriefing with involved parties. Instructional team/mentors may be asked to co-teach with the teacher for a period of time. If the desired changes are not made by the teacher, then the Peer Assistance Review (PAR) process will be initiated. Ultimately, if desired changes are not evident, the teacher may be released at the end of the school year.

***c. Feedback:***

Staff will explore student evaluations of their teachers. Evaluations will need to be designed to be age-appropriate and provide constructive information about how to best reach and motivate students. Student evaluations may be anonymous. Student evaluation questions occurring at the end of units (or lessons) may include: "What was I asked to do that helped me learn the most?", "What did I enjoy doing the most in the \_\_\_\_\_ Unit?", "I wish that we did more of \_\_\_\_\_.", "I wish we did less of \_\_\_\_\_."

If student evaluations are to be used, evaluations are to be collected by administrators, and administrators will collate results and provide positive and constructive feedback to each teacher individually. Teachers will use results to help refine their teaching. Like all other aspects of this school, evaluation is a learning opportunity, not a punitive practice.

## VII. Serving Specialized Population

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### *a. Specialized Instruction:*

All students with disabilities will receive instruction in the least restrictive environment according their IEPs. A culture of high expectations and inclusion that values and celebrates the successes and accomplishments of all students will be developed around the practice of collaboration between general education and special education teachers and students. The school will be staffed with Resource Specialist Teachers (RSP), Special Day Class

(SDC) Teachers, and a Moderate/ Severe Special Day Class Teacher. RSP teachers will be assigned to learning teams with Gen. Ed. Teachers for collaboration and co-teaching. SDC teachers will co-teach and collaborate with Gen. Ed. Teachers to provide assistance for students with specific learning disabilities and moderate to severe disabilities within a mainstream setting as much as possible. Students with disabilities will receive instruction with their non-disabled peers as appropriate. All students will participate in the Advisory class, PE, and Intervention periods with disabled and non-disabled peers.

### **Strategies for Differentiating Instruction for Students with Special Needs**

The following research- based practices will be used to teach students with disabilities within the least restrictive environment. These processes are grouped by content, process. Modifications change the core curriculum; accommodations change the delivery of the curriculum. . Although these modifications and accommodations are included as a reference for students with disabilities, they may be used for provide universal access to all students, including students of poverty, English Learners, Standard English learners, and accelerated students:

- Content:
  - Special Education and general education teachers will adapt content to meet the needs of students with disabilities. Strategies that teachers will use include
  - Identifying and teaching essential standards
  - Teach specific strategies to help students learn curriculum
  - Chunking instruction- planning and implementing concise and short activities
  - Using modified or shortened assignments
  - Providing students with study guides and/or supplemental reading materials
  - Adapted (highlighted, glossing) texts and worksheets/
  - Using high interest/ low reading level materials to supplement core materials
  - Planning vocabulary file/ word list for academic courses
- Process: Accommodations will be used as a bridge to skill development. Special education staff and general education teachers will use the following accommodations for students with disabilities:
  - Frequent assessment and progress checks with immediate feedback
  - Allowing additional time for assignments
  - Providing explicit and specific instructions in multiple ways (written and spoken)

- Repeating/ rephrasing instructions, provide instructions in alternate format
- Modeling tasks the first time
- Use of calculators, rulers, multiplication charts, word lists
- Graphic organizers
- Manipulatives
- Cooperative/ collaborative learning
- Use recorded responses
- Use visual, auditory clues
- Use technology to enhance instruction: overhead, LCD
- Teach cognitive strategies
- Provide concrete examples and to elaborate and clarify abstract concepts and terms
- Product: Students may display mastery of skills in a variety of ways. Staff will provide accommodations or modifications to assessment, as well as provide alternative methods of assessment
  - Read assessments to student
  - Open book/ open notes
  - Reduce reading level
  - Reduce number of items
  - Chunking items on assessment- giving only a few items at once
  - Extended time
  - Take assessment in quiet area
  - Adapt format (large print, oral instructions) of assessment
  - Reduce reading level of assessment
  - Portfolio assessment
  - Use of dictionary/ personal word list
  - Use of calculator, math facts chart, multiplication chart, number line
- Classroom Environment- Students will respond positively when the teacher creates a positive learning environment for students. The class is structured so that students are aware of behavioral expectations, and can successfully transition from one activity to another.
  - Predictable daily and weekly routines (agenda, classwork, assessment)
  - Positive reinforcement/ rewards
  - Prepare students for transitions between activities
  - Frequent feedback
  - Progress charts for students
  - Consistent expectations and consequences
  - Immediate feedback
  - Support from paraprofessional
  - Small group instruction
  - Individual work area

***iii. Describe how the proposed school will provide extended school year services to eligible students with disabilities.***

The LBEI will provide Extended School Year to students whose IEPs indicate their eligibility. School IEP teams will follow district and state guidelines in identifying eligible students.

***iv. Explain how the proposed school will identify and meet the needs of English Language Learners and Standard English Learners, including curricula and instructional strategies/ practices to accommodate this group in a way that is culturally relevant.***

The goal of all English Learners will be to reclassify as Fluent English Proficient. In order to achieve proficiency in English, all ELs will have daily direct instruction in English Language Development (ELD). This instruction will be specific to the student's ELD/ESL level based on the State ELD standards. Students who are reasonably fluent ELD level 5, including ESL 3, 4, and PRP) will continue to receive specific ELD instruction to help them meet CELDT reclassification criteria. (Lessow-Hurley, 2005). Students below reasonable fluency will receive sequential, rigorous instruction in ELD. Special attention will be paid to Preparation for Redesignation (PRP) students who have been

classified as English Learners since elementary school, but have not yet met the criteria for reclassification. These students, having low literacy skills, are at highest risk for dropping out of high school. All core content and ELA/ ELD Teachers will use strategies in class specifically to address the learning gaps and language needs of these PRP students. Teachers of English Learners will use specific scaffolding and Specially Designed Academic Instruction in English (SDAIE) strategies to help students access core curriculum and master grade level standards (See Appendices, SDAIE and Scaffolding Strategies). The focus of content area instruction will be to build content literacy and academic vocabulary in the content area (Appendix, Scarcella 2003). The following scaffolding practices will be used to help students access the core: building background knowledge; explicit instruction of cognitive strategies; modeling; use of comprehensible input and the use of advance organizers; creating opportunities for student interaction using English; teaching academic vocabulary; bridging and building on prior knowledge; and developing meta-cognition.

Reclassified English Learners will continue to receive these instructional supports in the classroom in order to sustain and continue to develop their skills in English. Reclassified students will be monitored closely, and school-wide interventions will be provided to ELs making less than adequate progress as measured by teacher assessments, state and district assessments, students work samples.

The needs of Standard English Learners will be addressed within the general education classrooms. Teachers will use instructional practices to build lessons and deliver instruction using Culturally Relevant, Scaffolding and SDAIE as appropriate (LAUSD Academic English Mastery Program, [www.learnmedia.com/aemp/index.html](http://www.learnmedia.com/aemp/index.html)). Responsive Education (Appendix, LAUSD AEMP). Teachers will be knowledgeable of the interconnectedness of culture, teaching, and learning and have high expectations for SEL students (Appendix, Geneva Gay, Culturally Responsive 2000). Materials and strategies selected by teachers will support rigorous and culturally relevant instruction.

***7b. Meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues.***

The school will support high expectations for at-risk students by working with stakeholders to remove and alleviate factors that impact student academic success. Academic and nonacademic supports will be made accessible to students with history of low academic achievement, behavioral issues, truancy and poor attendance, drug and alcohol use, teen pregnancy, sexual identity, and emotional issues. Intervention will address all students not meeting State content standards, and will be particularly beneficial in providing academic supports to our at-risk students. Non-academic supports (emotional, social) will be provided by the nurse and psychiatric social worker that will be shared among the schools. Additional community supports like Hathaway House, and Occidental (Women and Youth Supporting Each Other) WYSE Organization will continue to be a valuable resource for students and families.

## VIII. Family and Community Engagement

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### ***a. Identification Key Community Partnerships***

The Luther Burbank Learning Complex serves the community of Highland Park, in the NE area of the City of Los Angeles. The Highland Park community is an old and established aggregation of neighborhoods where a number of families have lived for many generations. It is very common for the students and parents of this school community to have parents and grandparents, cousins, aunts, and uncles who have attended this school. This area has a strong economic and cultural heritage, and there are many artists who live and work here as well. The school plays a vital role in the lives of these families and the community. The highly qualified, professional LBLC faculty has been stable for many years and feels a strong commitment to the welfare of the children, has pride in this community, and wants to prepare them for adulthood.

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

We will engage parents and the community in helping to achieve the Vision and Mission of LBLC:

Here are the ways to engage parents and community:

- Connect with community support services as the Coalition of Faith based Leaders of the Northeast area which includes members of our school community
- The Advisory Board, School Site Council, Bilingual Advisory Council, Compensatory Education Advisory Council and other councils as needed have parent, student and community representation.
- Use of the Connect-Ed communication system will be increased and messages from school to parents will become a weekly update tool for announcing all upcoming activities and events, mailing of report cards and any other relevant information.
- Family, students, staff and community will build positive relationships through mutual participation in student art exhibits, musical performances, plays, recognition ceremonies, and family activity nights.
- The school web page will provide a way for teachers to make parents aware of classroom assignments, homework, and assessment schedules. This will provide parents with ideas of how to support their child in the classroom. Activities, events, special meetings and conferences throughout the year will be posted on the site's calendar.
- Access to computers, through the school library for families who do not have a computer.
- Through the Family Conversation Program (appendix), all parents and children will be asked to participate in a weekly conversation at home.
- Contact with local newspapers will be re-established to keep the general public informed about activities and events at the School of Humanities and Fine Arts.
- Language accommodations such as translations will be made at school meetings.
- A school newsletter highlighting events and activities, recognizing various individuals and groups who have made contributions, suggested tips for parents and other pertinent information will be published regularly.

- Parent training classes that support the education and well-being of our students will be offered through the Parent Center and as part of the professional development of LBLC.
- As part of the Response to Intervention program, part of the early intervention program will be sharing data with parents (e.g., grades, CST and periodic assessment results) about their child during planned parent conferences and at Back to School Night. This will inform the parent in a timely manner, about their child's progress class and provide time for conversations about what can be done so that the student can improve.
- Parent/teacher/staff conferences will be scheduled on an ongoing basis.
- Service projects will be developed that will help students connect classroom content with community needs.
- Provide support services for parents in the following areas:
  - trained and credentialed education counselor to work with children and parents on an education plan
  - school nurse to identify school and health care providers for families in need
  - Parent training classes in the following areas:
    - adolescent development,
    - study skills,
    - computer training,
    - helping with their homework children at home,
    - 21<sup>st</sup> century skills
- A PTA will be established, to assist with fund-raising and other activities that will support the Mission of the school.

***c. Key Community Partnerships:***

We will build deeper relationships with community organizations and feeder schools so that we become a network of learning and culture. The following are the organizations that we have or will have partnerships with:

- The Los Angeles Police Department who has already made strong connections to the LBLC with the LAPD Explorers program and helped initiate the second middle school magnet school police academy in the District.
- The Los Angeles Probation Department will continue to work closely with the school to find ways of keeping students off of drugs and out of gangs. They continue to participate in the Highland Park Community Council that is housed on the LBLC campus
- After school community sports programs, Kids Club Italia Soccer League and Anahuak Youth Soccer Association are available to our students. Both organizations have been active in sponsoring events during the holidays such as Thanksgiving and Posada food basket and dinner event for our school community.
- Local artists will continue to be involved with the school as in the past, helping with mural projects on the campus.
- Support services will be provided to students and parents as necessary, to include Hathaway-Sycamore Child and Family Services, already a strong community partner, a school nurse and a credentialed educational counselor.

- Occidental College is actively involved through school visitation and college awareness fairs.
- Women and Youth Supporting Each Other (WYSE), is an effective and successful tutoring and mentoring support for our female students.
- The Kiwanis Club of Highland Park are organizations supportive of LBLC. One example of the Kiwanis Club connection is the sponsoring of the “Key Club” program for Burbank students.
- The Greater Highland Park Neighborhood Council has supported and honored our teachers and their exemplary work in the classroom.
- The Hathaway House has provided social, educational, and emotional support to the students for many years. They work on campus with Luther Burbank students, and students go to their facility that is about ½ mile away.
- Parents for Unity (Gabriel Medel director) has been a major influence and supporter, attending meetings and coordinating parental involvement.

## IX. School Governance

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### **a. School and Advisory Organization Charts**

The multi-layered school governance plan for the LBLC encourages parents, teachers, classified staff, the school administrator, students and community partners to play active roles in the implementation of this plan. It provides an equitable process for all community members to support and comment freely on the creation of a culture that places equal importance on the needs of all stakeholders. LBLC will have a Board of Trustees that is made up of six representatives from each of the school community stakeholder groups (administration, staff, students, parents, teachers, and community partners). The role of the Board is to verify that all elements of this school plan are effectively being implemented such as when a target is missed, the budget is no longer viable, and connections between people are not acknowledged. The Board will report these issues to the principal and School Site Council (SSC). They will be able to make recommendations to the SSC, but have no power to make decisions. The overall observations and recommendations of this Board will provide input to the district evaluators on a yearly basis. In the first year of the Personalized Learning Environment, members will be assigned to the Board by the design team and current LBLC principal. After the first year, all stakeholders will be selected. Board members that will be in place the following school year. This process will be jointly developed by the Board of Trustees and the SSC early in the 2010-11 school year. Members of this Board may not be official voting members of the SSC, or officers of any of the required school advisory councils. This Board will establish its own meeting ground rules, time schedule, and ways for verifying that the implementation plan for the school is moving as intended.

LBLC will have a School Site Council (SSC) made up of representation of all stakeholder groups within this school. The make-up of the membership will meet the State guidelines, guaranteeing that there is equal membership from the LAUSD employee side and non-LAUSD members. The specific number of members will include six members from each sub-group of the school. Included on the LAUSD side will be one administrator, one classified employee, and four teachers/counselor. Included for membership on the non-LAUSD side will be one student, one community partner representative, and four parents. Members should not represent their own issues and beliefs, but rather the groups they represent. The SSC will have the over-arching responsibility for decision-making on the most important educational issues within the school: overseeing the budget; the instructional program; and all aspects of school life. They will have final approval on most systemic decisions. They will oversee the work of the principal. This Council will define for the principal their expectations for successfully leading the school to reach the goals established in this plan. Although the SSC does not supervise or evaluate the teaching and classified staff, they do hold the principal accountable for the practices being implemented in the school by staff members. Should the SSC wish to alter any major sections of this plan, it will require a two-thirds approval of the SSC, the concurrence of the Board of Trustees, a majority vote of parents who are present when a community wide vote is held, and the majority support of the school faculty and staff. Staff, parents, or the Board of Trustees will make their recommendations to the principal who will share the proposed changes with the SSC.

LBLC will continue to maintain all required advisory councils such as the bilingual and Title 1 councils that are required by the State Education Code and by LAUSD Board policy (Bul-41481, March 27, 09). They will be expected to discuss issues aligned to the purpose of their council, propose use of the funds appropriately, and actively support this plan. Members will represent all families that are covered by the specific funds. The oversight councils will be make recommendations to the principal, who will share these recommendations with the SSC. Members of these councils may be members of the SSC or Board of Trustees if they are selected. LBLC, along with the other two schools and two magnets on campus, will participate on the LBLC Building Council. This Council will have the responsibility of meeting at least once per month to review activities and programs that cross school lines. Included in these areas of responsibility are: Use of shared spaces; campus supervision; emergency planning; LAPD and emergency service contact; crisis leadership; shared calendar oversight; dispute resolution between schools; student body finance; and student activities that overlap between schools. This council will be made up of three administrators, three teachers, and three parents representing each of the three schools on campus, plus one representative from each of the magnets. Members of this council may belong to any other organization on campus as it is not a decision-making body.

## X. School Leadership and Staffing Plans

### *a. School Leadership:*

**Job Description for Principal:** The LBLC school leader, principal, will hold the required credential for a secondary administrator and will meet all LAUSD and California Department of Education standards for this position. Our principal will be an educational leader that has strong interpersonal skills that will allow the person to support the relationships that are expected to be developed between all stakeholders in our community. This educator will have to prove to the selection committee that he/she is highly knowledgeable in all instructional areas, including pedagogy, instructional practices, use of multiple assessments, and models of effective intervention. This person must willingly accept and support the vision, mission, goals, and plan accepted by the stakeholders of this school community.

As an intermediate school, this administrator should have previous experience in middle school education and the related initiatives. We expect this person to help our school become recognized as a California State Distinguished School (CDE) by adopting many of the attributes identified in Taking Center Stage Act II (<http://pubs.cde.ca.gov/TCSII/>). We expect to be identified as a California School to Watch (<http://www.clms.net/stw/>), by meeting the criteria established by the Schools To Watch national organization. This person will need to lead by example and show that they are an outstanding teacher, as well as administrator. As an outstanding teacher, the principal will understand the classroom and relate to the teacher. It is important that this person can connect to parents, and help parents support the educational effort of their children, as well as act as a liaison between parents and teachers when necessary. It is important that this educator be able to connect to students and help them to understand the value and purpose of school by working directly with students, and by supporting the creation of a warm and caring environment for students to attend school. We all are all expected to be learners and teachers, and we want our principal to be a learner and teacher as well.

It is important that our leader be able to represent us well in the LBLC, and be highly knowledgeable in operational areas. The principal needs to be our advisor as we work to develop our school budget and able to assist staff in creating a master schedule. Our administrator should have experience with maintenance and operation issues in order to facilitate correction of problems efficiently. This person has to demonstrate excellent communication skills, both written and oral. We are looking for a candidate that is responsive, creative, innovative, proactive, and accessible; who can address issues quickly and effectively.

### *b. Leadership Team beyond the Principal:*

Ultimately, through group process facilitation, leadership and governance training, all other leadership positions will be handled through a distributed leadership model, where we will take advantage of the skills and knowledge of our total school staff, our parents, our students, and our community partners. However, in preparation for the opening of our new school an initial start up team of the following positions need to be filled: assistant principal with tasks to open a new school by Fall, 2010 and a School Administrative Assistant.

Besides the qualifications for administrators listed by the District, LBLC prefers that a candidate be bilingual, have experience working in the school's community, have experience working collaboratively with stakeholders, and demonstrate that s/he is positive, innovative, reliable, and familiar with all research-based instructional strategies and initiatives in this plan:

Filling the positions entails:

Local District advertises position

Local District sends list of candidates to Human Resources (HR) which confirms eligibility; HR sends list of eligible candidates for interview.

Local District interview committee consists of: Local District Superintendent, Local District Director, Principal, 2 teachers, 2 parents, and LRE specialist.

Local District Superintendent sends selected candidate to HR for processing.

The aforementioned principal's initial Leadership Team should be in place for the school opening tasks. The plant, cafeteria, Financial Managers will be hired following the District's process.

***c. Recruitment of Teaching Staff:***

**Job descriptions for teachers:** All teachers in LBLC will accept the conditions for staffing identified in this plan. All staff members must agree to the vision, mission, goals, and other elements of this plan. Teachers must demonstrate diligence in cultivating relationships with colleagues, students, and parents. We are looking for teachers and staff who are collaborative and supportive of everyone in the community to bring this plan to fruition. We have established professional development requirements that must be accepted. Our educational program must be transparent, so we will expect that staff members will visit each other regularly, and that parents will be welcomed into all classrooms following the required visitation protocols. We accept the six California Standards for the Teaching Profession that are clearly delineated by the State Department of Education (California Standards for the Teaching Profession, <http://www.cde.ca.gov/pd/ps/te/>).

As a school we have developed a set of Learning Principles that will be implemented by each teacher. (Appendix, Learning Principles) Our teachers need to understand the developmental stages of our middle grade students, and show enthusiasm as we help them to grow academically, socially, and emotionally. Teachers will be creative in making sure that "Failure is not an Option". Since we are an environmentally themed school, we expect that every teacher will look for ways to connect their content to environmentally related topics and to the life experiences of our students.

We accept that every teacher will have to meet the hiring conditions established by LAUSD, such as maintaining a balance in our staff diversity, and meet any credentialing requirements asked of them. We want excited and enthusiastic teachers to join us on this adventure of creating the culture and environment that we envision.

***11. Operations***

As an internal partner with the LAUSD, our school will continue to use all existing LAUSD operational services at our school site and follow the Collective Bargaining Agreements. We agree to enter into discussion regarding the viability of master service agreements. Our SSC will be responsible for identifying the personnel who will coordinate and lead all nonacademic aspects of school management. The LAUSD's School Management Services will work closely with us to ensure a successful school year. Our school also agrees to the operations plan being worked out with the LAUSD's Workforce Stability Taskforce.

***12. Finances***

As an internal team, our school will receive funding via LAUSD's transparent budgeting process (based on student ADA). We will develop a budget that supports our school's educational plan and is aligned with our vision and mission. The budget will be directed towards meeting the needs of all students, including identified sub-groups. Through open public community meetings, our SSC will have input as they develop and approve the final budgets for each school year. By establishing an active PTA, we will be able to raise additional funds to support our school's mission. Fiscal soundness and legal compliance are two desired outcomes for our school, and we will follow the LAUSD's policies for monitoring our finances and for producing the required financial reports. The SSC will determine the well-qualified person responsible for generating our financial reports.

***13. Facilities***

LAUSD will provide the facilities use agreement that is being finalized by the Workforce Stability Taskforce. As an internal team, our school will follow that agreement.

XI. Appendices

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