

**PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS**

**LETTER OF INTENT**

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than 6:00pm on Wednesday, June 30, 2010. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to [psc@lausd.net](mailto:psc@lausd.net).

<b>Name of Applicant Team</b> <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> <b>United Teachers Los Angeles</b>			
<b>Address:</b>		<b>Phone Number:</b>	
<b>Website</b> <i>(if applicable)</i>		<b>Email Address:</b>	
<b>School site for which your team is submitting a Letter of Intent</b>		Central Region ES #14	
<b>School type for which your team is applying</b>		ESBMM	
<b>List the name and contact information of your design team members below:</b>			
<b>Name:</b>	<b>Phone:</b>	<b>Email address:</b>	<b>School/Affiliation</b>
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4. Robert Johnson			Union ES
5.			
6.			
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10.			
11.			
12.			

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## **ESBMM School Proposal: CRES#14 SPAN**

### **Local District 4/Echo Park Community Partners SCHOOL**

**(The community will be involved in the actual naming of the school if accepted)**

Type of School: Start-Up School

Enrollment Schedule: CRES #14 Span School will open in September of 2011 (Pre-K – 8<sup>th</sup> Grade enrollment: 600)

#### **1. Executive Summary (5-7 pages)**

**a. Mission and Vision.** *State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21<sup>st</sup> Century.*

**Mission** Our mission is to simultaneously improve the lives of our students and their families, and to reweave the diverse fabric of the community in which we all live. We will cultivate the emerging community in this rapidly changing area, while seeking to preserve the historic richness of one of Los Angeles' oldest neighborhoods. Building on the community's desire for an innovative school, we will further connect all students and their families to their immediate and extended communities through conceptual learning and arts education. All students will actively engage in a safe, technologically advanced, and interactive learning environment.

**Vision** We envision a school where students, teachers and community nurture and respect the diverse cultural heritage present in the community, and develop friendships and connections across social class and language boundaries. Our full-inclusion school will allow students with special needs and general education students to work together and learn from each other in a respectful, safe, and nurturing environment. In addition, English learners will benefit from fluid student groupings (e.g., multi-grade-level, heterogeneous, homogeneous, depending on language and learning needs) and differentiated instruction. We embrace the community's linguistic diversity and will offer heritage language programs, world language classes, and World Languages in the Elementary School (FLES). We will work with parents and the community to build a dual language program strand that is not necessarily limited to only English and Spanish. Our school will offer an enriched environment for our students and will serve as a resource for the extended community, and our students will be able to successfully transition to the high school environment.

**b. Student Population** *Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.*

The diversity of the school children in the Echo Park area is apparent in the data from existing schools: some schools have a population that includes 30% English Learners, while English Learners comprise over 60% of the student bodies of other neighborhood schools. Language differences often create barriers that hinder communication and social interaction. This is particularly apparent in our linguistically diverse community. All students need to develop their English skills, and in this program they will also acquire proficiency in another language. Although Spanish is the home language of the majority of students in Echo Park, it is important to recognize that students come to school speaking other languages, such as Tagalog and Korean.

The Echo Park Community Partners Design Team is composed of teachers, administrators, and local residents and we chose this site because of our strong ties to the area. Our Design Team members have been

working on creating a strong partnership with parents and organizations and resources such as the Greater Echo Park Elysian Neighborhood Council. Together we can develop meaningful service learning programs from early elementary through middle school.

**c. Instructional Program.** *Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.*

### **Key Instructional Strategies**

**i. PreK to 8<sup>th</sup> Grade Span School** Based on several successful models of K-8<sup>th</sup> span schools (appendix 2), CRES #14 Span School is designed to improved student academic achievement for the diverse student population in Echo Park. The smaller school size, delayed transition to a new school and familiarity with school staff and multi-age level peers will foster leadership skills, positive social interactions and greater academic achievement in all curricular areas for all students (Offenberg, 2001; Simmons & Blyth, 1987).

**ii. Multi-age Grouping** At-risk students, students with special needs and English Learners will benefit from a multi-age instructional setting, which is designed to meet the needs of all students based on their developmental instructional level (Nye, 1993). Teachers will work collaboratively in teams to provide differentiated and developmentally appropriate instruction to all students, including English learners, Gifted, and students with disabilities.

**iii. Pre-Kindergarten** In order to meet the needs of our youngest students, we plan to provide a high-quality, full-day pre-kindergarten based on the Foundation for Child Development (FCD) focusing on four domains: social-emotional development, language and literacy, English-language development, and mathematics. Our program provides well-rounded and coherent curriculum, including arts, physical education, social and emotional learning, science, and history. Students will be able to participate in learning activities based on the California Preschool Learning Foundations, vol.1 (Appendix 3).

**iv. Conceptual learning/ International Baccalaureate (IB) Program** Our vision is to help all students will become well-rounded, intellectually curious, socially conscious, environmentally sensitive life-long learners and critical thinkers. Students will become productive members of society, and join in the effort to improve the local and global community with intercultural understanding and respect. Key to the development of our instructional philosophy is the work of Lev Vygotsky who believed that culture and social interactions have a tremendous effect on child development. Learning occurs when students are actively engaged in constructing meaning by drawing from their own experiences and backgrounds (Caine and Caine, 1991).

**v. Service Learning** Service Learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. All students benefit from learning in context, and service learning can be a particularly effective strategy for English Learners and students with disabilities. Service learning actively engages participants in meaningful and personally relevant service activities that are appropriate to participant ages and developmental abilities. The academic impact from service learning projects is stronger when the project is intentionally used as an instructional strategy to meet learning goals and/or content standards. (Shumer 1997)

**vi. World Language Instruction** Bilingualism is becoming more common in U.S. schools, particularly at grade levels where traditionally it has not been an option. Bilingualism and multilingualism are more the norm than the exception throughout the rest of the world. Most importantly, multilingualism embeds intercultural competencies as well as an awareness of the role of language in society. To succeed in the

twenty-first century, our students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures. CRES14 Span School will begin with a Spanish FLES program while also supporting heritage language programs in Spanish, Tagalog or other languages if there is interest. We will build to begin a Dual Language Program in Spanish by hiring qualified BCLAD teachers and holding informational meeting to gauge parent interest during the first year of operation.

**vii. Arts focus and Arts Integration:** CRES 14 has attracted the interest of many arts organizations in Echo Park and as well as others such as the Grand Ave. Partners, California Institute of the Arts (Cal Arts), the L.A Chamber Orchestra, and the Arts HS #9. Students will have art instruction as part of their core curriculum but students will have opportunities for creative expression built into their core subjects. This is an important element in the theme based, integrated IB Curriculum.

**vii. Technology/multi-media** All students at CRES #14 will gain proficiency in technology through relevant, real world projects that include the use of computers, document readers, numerous educational web tools and evolving technology appropriate for various academic achievement levels. Multimedia tools will be used throughout the curriculum to publish research projects, service learning projects and inquiry activities in a cohesive, interdisciplinary multi-age educational setting. Internet technology allows our students to connect with other students around the world.

**d. School Culture.** *Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.*

Community is one of the central unifying themes in the CRES 14 Span School Proposal. The parents have expressed the need to know and work with their children's teachers to help their children succeed. Although parent-teacher bonds are naturally evident in the elementary grades, by the time students transition to the middle school and beyond, it has been a challenge to maintain this relationship. Our School will provide a safe, nurturing, and intimate PreK-8 environment based on student social and emotional health, safety, trust, respect, and high expectations. A consistent, school-wide implementation of a social emotional learning program using Second Step and curriculum and practices from the PassageWorks Institute and outside resources such as El Centro Del Pueblo, Angelus Temple, and Children's Institute (CII) will be utilized to maximize social-emotional interventions. Our plan for this school meets the educational/developmental needs of our PreK-5<sup>th</sup> graders and it follows the California Department of Education's *12 Recommendations for Middle Grades Success*. The four focus areas of the 12 Recommendations are: Academic Excellence, Developmental Responsiveness, Social Equity, and Organized Structures and Processes.

**e. Accountability and Performance Goals.** *Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.*

CRES# 14 Span School strongly believes that ongoing public communication must be in place so the parents and community can monitor our progress. A balanced range of strategies for formative and summative assessment will be analyzed to provide information about the individual needs of students and to inform subsequent modification of teaching and learning strategies and guide us as we develop a high-performance school. The range of assessment strategies will allow all students a means of demonstrating their progress toward meeting California and the Common Core State Standards, and the standards of the International Baccalaureate Program. When 8<sup>th</sup> grade students leave our school, they will be ready to meet the challenges of high school and beyond, to be college-bound or career ready. They will be ready to face the challenges of the 21<sup>st</sup> century with confidence, competence and an awareness of the interdependence of community.

Our strategic plans include: establishing long-term school goals and objectives, as well as annual instructional and program goals; defining how our school intends to achieve those goals; demonstrating how it will measure the school and program performance in achieving these goals; using data to identify, plan implement and monitor our improvement plan.

GOAL	ANNUAL TARGET
Raise API score	Meet and/or exceed API
Increase % of students scoring Proficient or Advanced on the CST	Will increase by 10 %
Increase the number of students identified as Gifted	Increase by a minimum of 6% of the school's population
Increase % of ELL (English Language Learners) reclassification	Increase by 5%
Increase % of SWD (students with disabilities) performing at Basic and Above on the ELA and Math CST's	Increase by 5% in Language Arts and by 10% in Math
Increase % of daily attendance	Increase attendance by 5%

**f. Community Analysis and the Context.** *Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.*

Echo Park is a Los Angeles community that embodies diversity in many different ways. From its hilly residential areas to its flat, bustling commercial streets, the residents of Echo Park include many immigrants from the Philippines, Mexico, Central America, Cuba, and other countries, as well as Los Angeles natives of many ethnic backgrounds. The Echo Park Community has historically embraced its diversity as a strength and source of pride; the entire community values the Asian Lotus Festival, Latin music, and traditions from different cultures. Echo Park with its beautiful lake is a central asset to the community as are the many arts and cultural organizations in the community. Echo Park has been changing over the past decade, and many parts of the community are attracting writers, artists, musicians, and professionals who are bringing gentrification to the area. Echo Park has a critical need to find some common places to join together as it changes and evolves. We chose this community because the members of the Design Team have deep roots here: we are the teachers, administrators, parents, and community members of Echo Park. We value diversity and we want to recognize and support all groups in the community. We have engaged continuously with community groups since September 2010, and we have gone door-to-door engaging parents and community members about the kind of school they would like to see in our community. We plan on having regularly scheduled community meetings to be sure that all voices are heard.

**g. Leadership.** *Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.*

Since the vision and the mission of the school reflect innovation, collaboration and empowerment, the governance model should reflect the same ideals. To this end our recommendation would be to follow the Extended School-Based Management Model (ESBMM). This of course would be contingent on a democratic process, which would include the faculty, the administration, the parents and the community in choosing this model. ESBMM would include autonomy over budget, curriculum, staffing, scheduling and governance. The governance plan and service-based learning are part of this plan and the staff may choose to convert to the Pilot model after the first year of operation.

The Echo Park Community Partners Design Team consists of teachers, community members and administrators who have had direct, relevant experience serving diverse student populations including English Learners and economically disadvantaged students in the greater Echo Park area. The principal plan author is a retired administrator having served 40 years in East, Central and South Los Angeles, as a regular classroom teacher, special education teacher, mentor teacher, assistant principal, principal in elementary and middle schools, Director of Special Education and Director of iDesign before retirement. Team members have experience in inclusion, working with students with special needs, English Learners, Standard English Learners, and students from diverse socio-economic backgrounds. Many of the team members live in the community. As members of the community we are uniquely qualified to understand their interests, strengths and needs and we have a high level of personal investment in the success of our students and their families.

The following groups provide the school with the decision-making structure and organization that are a part of our mission and vision:

The Governance Board –The school will be governed by a Governance Board, which will comply with the School Site Council Model as described in the California Education Code, Section 52012.

Instructional Leadership Team - The primary purpose of this board will be to maintain the mission and vision of CRES#14 Span School. The Instructional Leadership Team will, two instructional teacher leaders from each elementary and middle school levels, and a representative from LAUSD IB Curriculum Office, an Apple education consultant and partnership organizations representatives, Principal, Teachers, UTLA Chapter Chair, Parents, Students, and Classified Personnel.

**Desirable Characteristics of the potential leader:**

Leads in accordance with a strong personal ideology aligned with our vision and philosophy.

- Well-grounded beliefs about the purpose of education
- An understanding of curriculum: selection and sequencing of important knowledge
- Familiarity with multiple instructional strategies and research supporting them
- Broad knowledge of education policy; implications and relative efficacy of current policy initiatives
- A commitment to equity and excellence for all students
- Ability to work collaboratively with students, school staff, parents, community members, community organizations and foundations.

**h. Governance** *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference **Appendix B** for more information on the governance models listed above.*

CRES #14 Span School will begin using the ESBMM school model because the staffing is not in place yet and the final boundaries for the school have not been finalized. During the first year of operation the staff will study the two models (ESBMM or Pilot) and then make a democratic decision based on the Collective Bargaining Agreement. Service learning, an integral part of this plan, is a required element in the Pilot Model. Other required elements for a Pilot School have been put in place except for the Elect to Work Agreement, to allow an easy transition to a Pilot if that model is chosen. ESBMM has autonomy over governance and we want to support the actual staff making a democratic choice.

Both the ESBMM and Pilot models will provide the school with autonomy over curriculum, assessment, scheduling, staffing, budget, professional development and governance. These elements are essential to create the educational environment we envision. Our multi-age group settings, with team teaching, allow each child to be challenged to reach higher levels. The International Baccalaureate Curriculum, which will be used school-wide, is theme-based and includes interdisciplinary instruction.

## **2. Curriculum and Instruction (15 pages + attachments)**

**a. Instructional Philosophy:** *Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21<sup>st</sup> Century.*

### **Proposed Program and underlying theory**

The proposed Instructional Program is organized around the International Baccalaureate (IB) Curriculum that integrates the core content into themes that are designed to engage students in inquiry and build students' conceptual knowledge and understanding. To gain the 21<sup>st</sup> century skills necessary for success, students will work collaboratively to develop interpersonal problem-solving skills. The IB curriculum allows for inquiry-based, interdisciplinary projects that will allow students to express their ideas in a wide variety of media. This pedagogy has proven to be successful with diverse groups of students, and it is aligned with the California State Standards. It is especially effective in closing the achievement gap.

Team teaching is essential to providing integrated content curriculum. Students interact with several teachers each day. Scheduling and staffing will be efficiently designed to maximize student learning and build upon the strengths of the staff. Teaming makes it easier to implement multi-age groupings, offering students the most appropriate instructional settings. With this kind of instruction, students will be able to self-direct through the inquiry process and do independent research. They will be able to develop persistence and self-directed learning and work collaboratively to make presentations using cutting-edge, career-applicable technology.

Our academic curriculum includes the International Baccalaureate (IB) program, College Preparatory Math (CPM), Singapore Math, Connected Math, and the collaborative LAUSD science program called SCALE (System-wide Change for All Learners and Educators). These programs have not only been proven successful among similar populations (see below), but also focus on student engagement and cultural relevance. CRES 14 Span School implements the "conceptual learning" method, using the inquiry approach, along with a project-based program built around a concept-driven curriculum. In our program a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking responsibility.

**i. English Language Arts:** In order to support our students with the skills needed to successfully access the curriculum, CRES 14 Span School will emphasize holistic language arts instruction guided by pedagogy and not by programs. We will implement a systematic natural progression of language and literacy development. The development of listening, speaking, reading and writing skills at all developmental levels will establish the basis for both creative and expository reading and writing abilities at more advanced levels. The development of listening and speaking skills in the early levels will establish a strong foundation for higher-level skills. Knowing that 75% of students' future reading at work will require expository reading, we will emphasize early reading skills that will help students develop necessary comprehension and communication skills. We will use resources such as leveled readers, targeted intervention, and literature across the curriculum in learning centers. In addition, we will develop a strong standards-based writing program tailored to each of our units based on the projects at hand.

### **ii. Linguistic literacy**

The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. In addition, there are cognitive and academic benefits to language study. Research studies have noted the cognitive correlations of early bilingualism; studies of early world

language learning have shown that students outperform comparison groups on measures of reading and math.

Additionally, the benefits to English learners in maintaining and expanding skills in the primary language will:

1. enhance their ability to participate in a linguistically diverse world,
2. promote the treasure of becoming biliterate in one's own language,
3. raise the self-esteem and confidence of all students and
4. elevate the status of languages other than English for the entire community.

According to Virginia Collier and Wayne Thomas of George Mason University in their article entitled "The Astounding Effectiveness of Dual Language for All," 2003, "the most effective model, which results in the highest level of language and academic proficiency is the Dual Immersion (or Language) Program (DLP) where students receive all instruction daily in English and in the target language." We are building toward a dual-language curriculum.

At CRES 14 we are proposing Spanish as the logical target language since the majority of the Echo Park community is comprised of Spanish-speaking first and second generation immigrants. Recognizing the ethnic diversity of the community and the many languages that are spoken there, CRES 14 proposes to honor and promote diversity through its multi-lingual emphasis. Because the school is located in close proximity to Historic Filipino Town, Filipino culture and language will be not only respected, but taught. There is also a long-range plan to expand the language program to include other heritage languages, depending on the will of the school community.

Many of the children at CRES 14 who are not English Learners will be Standard English Learners, those students who speak a variety of English that is not considered "standard." These students whose vocabulary is English, but whose grammar/syntax may derive from a language other than English will benefit from participation in the Academic English Mastery Program (AEMP) of LAUSD.

As stated in the introduction of the California ELA standards, "The ability to communicate well – to read, write listen and speak- runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development, but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation." In offering our CRES 14 students the ability to become readers, writers, listeners and speakers of more than one language, the state standards have not only been met, but exceeded by all students in English Language Arts.

**iii. Science:** Through the IB curriculum's theme-based and interdisciplinary approach, students at CRES 14 will be provided with science instruction focused on a clear purpose: to better grasp the skills needed to engage in scientific inquiry. By tying science instruction to a large environmental theme and using scientific process skills to do local work, students will learn new skills and concepts more readily and in a real way. They will see the impact of their work, the importance of science in our daily lives, and develop a passion for using science to serve their community. We will use System-wide Change for All Learners and Educators (SCALE) with the IB Curriculum.

Our school will have a close working partnership with the L.A. River Conservancy, Heal the Bay, Tree People, LADWP, The American Lung Association in California, California Institute of Technology, and JPL for all levels of students from preK through the middle school level. Through project-based learning with our partners, students will integrate geography, economics, English Language Arts, and history with broad based science learning centered in ecological awareness. They will be trained as scientific and socially conscious leaders in the scientific community to become problem solvers and effective communicators.

**iv. Math:** Cres 14 will implement a variety of math programs to meet the differentiated needs of students who respond to an array of learning modalities. The core program for elementary math classes will be Singapore Math, and the program for middle school will include Connected Math and College Preparatory Math. These programs have a consistent and strong emphasis on problem solving and collaboration, with a focus on in-depth understanding of the essential math skills recommended in the NCTM Curriculum Focal Points and California State math standards.

We chose Singapore Math for our elementary program because schools across the country that have used Singapore Math have seen their test scores improve dramatically. One such school is Ramona Elementary in Hollywood. After the implementation of Singapore Math school-wide in 2006, student proficiency on the CST Math tests rose from 45% to 76% (*In LA, Singapore Math has Added Value*, Los Angeles Times, March 9, 2008). This program features problems that often are more complex than problems in American textbooks. It demands deep mastery of a few math concepts, rather than an overview of many different ideas, and it aims to give students a basic understanding of how math works, rather than a simple rote system for finding answers.

The Connected Math and College Preparatory Mathematics (CPM) programs for grades 6-8 are inquiry-based and focus on group problem solving. A Claremont University study showed that middle school children who used Connected Math demonstrated significantly greater gains in problem-solving, math communication, and math reasoning strategies than their peers using other math programs as evidenced by performance on the Balanced Assessment of Mathematics (BAM) (Dr. Rebecca Eddy, Claremont Graduate University's Institute of Organizational and Program Evaluation Research). The study also showed that students using Connected Math had more positive attitudes toward Math. Similarly, middle school students in California using CPM saw higher levels of students performing "proficient" or "advanced" on the California Standards Test than students using other programs, according to a UC Davis study.

**v. Arts:** It is our belief that arts education is an essential component of a well-rounded, educated person. In *Arts with the Brain in Mind*, (2001) Eric Jensen posits that "...the arts are not only fundamental to success in our demanding, highly technical, fast-moving world, but they are what makes us most human, most complete as people. Arts contribute to our growth as human beings". In 1995, The U.S. Department of Education reported in *Schools, Communities, and the Arts: A Research Compendium*, that "using arts processes to teach academic subjects results not only in improved understanding of content but it greatly improved self-regulatory behavior finding that "student behavior improved strikingly in such areas as taking risks, cooperating, solving problems, taking initiative for learning, and being prepared."

CRES 14 Span School provides an arts curriculum not only through interdisciplinary, project-based instruction, but also through a school-wide, multi-arts program with a full-time arts specialist. With the support of the Harmony Project, preschool and kindergarten teachers will develop a comprehensive standards-based music program. The Harmony Project will train the preschool teacher and an aide to implement music-based intervention for preschool children. With CRES 14's instrumental music teacher, the Harmony Project will also help develop an after-school youth orchestra.

The Academy of Creative Education will bring Echo Park artists to create arts projects on campus after-school. The Los Angeles Chamber Orchestra will share standards-based music lesson plans with teachers on an ongoing basis. (Appendix 5: Letters of Endorsement)

**vi. Social Studies Social Science:** Using a theme based and interdisciplinary approach, students at CRES #14 will learn about the significance that their community has played in the development of the city, state and the nation. We will incorporate a thematic approach beginning in Kindergarten and build outward

from the school site to the role that California plays within the world as a whole including connections to World and US history. We will use the State of California standards as a guide and will develop curriculum around it that is appropriate to students’ developmental levels. We will be certain to identify the cultural backgrounds of all students as our curriculum is developed to be culturally relevant to **all** learners within our school community.

The goal of the school will be working with resources in Los Angeles County to provide students with the opportunity to see the importance that our school community has played in the development and growth of Los Angeles, the role Los Angeles has played in the development of California as a state and a national player in both economics and leadership within the global community. By providing these opportunities to our students they will be able to see what a vital role California and Californians have played in shaping the United States and the world community from its pre-statehood to its admission in the Union. We will build upon the cultural identities of all of our students as we develop curriculum that is relevant to them. Community partnerships will be developed with the Autry Museum, Natural History Museum, Academy of Motion Pictures, African American Museum, JPL, Olvera Street (El Pueblo De Los Angeles Historic Park) and The California History Project at CSUDH, to name a few. The goal of these partnerships is to obtain resources and provide opportunities for our students to learn from experts in the field and to use them as learning tools for our students.

**vii. Technology/multi-media** All students at CRES 14 will gain proficiency in technology through relevant, real world projects that include the use of computers, document readers, and other evolving technologies appropriate for various academic achievement levels. Multimedia tools will be used throughout the curriculum to publish research and service learning projects and inquiry activities. Internet technology allows our students to access information immediately and connect with students around the world. Technology can facilitate differentiated instruction and can be used to engage students, especially if they are having difficulty with a concept.

**viii. Physical Education (PE):** The P.E. program at the Echo Park Community School will be developmentally appropriate and standards-based. It will help foster life-long health and nutrition skills in our students and it will address the whole child. The school will investigate “Peaceful Playgrounds,” an anti-bullying program that also facilitates physical education instruction. In the future, the school will apply for a grant for a fitness center from Sound Body Sound Mind who have extended their program into middle schools. The PE department will focus on helping students to establish personal fitness goals, and to track their progress. Our goal will be to instill a sense of the importance of maintaining physical fitness not only in our students, but in their families, as well.

**Health and Wellness**

The Physical Education program will connect to the school’s focus on the whole child. PreK-8<sup>th</sup> students will receive nutrition information as part of their health education. The school plans to develop a school garden that that all students can participate in as part of their nutrition/health program. The school will provide referrals to programs such as Queen Anne’s Hospital that help students with weight problems, and provide support to their families.

**What Students Will Know and Be Able to Do**

KNOW:	DO:
<ul style="list-style-type: none"> <li>• California Content standards, national &amp; international standards</li> <li>• Powerful ideas and knowledge that</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct inquiry and research and show independence in learning</li> <li>• Actively enjoy learning</li> </ul>

<p>have relevance within the subject areas.</p> <ul style="list-style-type: none"> <li>• Social and study skills needed for success in high school and post secondary college or career.</li> <li>• More than one language , technology skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding across a broad and balanced range of disciplines.</li> <li>• Apply thinking skills critically and creatively to approach complex problems.</li> <li>• Work effectively and willingly in collaboration with others.</li> </ul>
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**i. Autonomy:** *Describe how you will use curriculum and the instruction autonomy to maximize student learning. If seeking Pilot School Status, also discuss how the school will weave the community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

**The International Baccalaureate’s Primary Years Program (PYP) and Middle Years Program (MYP):** We will use our curricular autonomy in order to implement the IB Curriculum. This will provide a balance between the acquisition of essential knowledge and skills and the development of conceptual understanding. The curriculum builds positive self-esteem and helps students take responsibility for their learning. Teachers will research interconnected concepts and themes, not only from the California State standards but also national and international standards. Each unit will be created using several standards across the curriculum with a project-based, inquiry approach.

These types of instructional strategies encourage English learners to actively participate because concepts, when presented in context, are more accessible. At the same time, academic language will be developed through scaffolded instruction. The IB Curriculum is flexible enough to challenge the gifted students and others who are ready to search for more information beyond their grade-level standards. Students with disabilities may develop deeper understanding through service/project based instruction. The IB Curriculum connects the classroom to relevant real-world learning. The IB Program is a concept-driven curriculum, emphasizing a project-based, inquiry approach and experiential learning. Since inquiry is a vehicle for learning, the natural way to present the key concepts in the form of the broad, open-ended questions. Presented in this way, the concepts liberate the thinking of teachers and students, suggesting a range of further questions, each one leading to productive lines of inquiry.

(See Appendix 4 and 6)

In all these schools administrators and staff were committed to meeting the needs of underprivileged students and believed that they could best accomplish this in a K-8 setting. (Appendix 2) CRES#14 Span school will implement PreK-8<sup>th</sup> grade span program in order to promote unified curriculum continuum, educational philosophy and provide 6<sup>th</sup>-8<sup>th</sup> grade students with opportunities to develop leadership skills. For example 6-8<sup>th</sup> graders will be paired with elementary students to provide multi-age cross tutoring as one of their service learning as electives. They will be trained to become collaborative leaders during electives so that they will conduct effective student council meetings. They will become mentors for students who do not do homework or do not know playground rules. Lastly it is more beneficial for the concept-driven curriculum when team teachers from various grade levels or subject matters work together to connect standards from various grade level to successfully implement inquiry approach. Differentiated questions may touch 6<sup>th</sup> grade standards, 4<sup>th</sup> grade standards, science or English Language Arts. Multi-age setting is an ideal way to approach this type of program.

This program described meets many of the suggestions by The California Department of Education’s Recommendations for Middle Grades through the project-based learning, using technology in real world

connections with learning in the classroom, a mentor/coach relationship with teachers, and a supported transition from elementary school to middle school.

1. “Engage middle grades students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways.
2. Meet the needs of middle grades students by developing a rich set of courses and enrichment opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences
3. Foster close relationships for accountability and engagement among students and with adults who share extended time through grade-level, subject-area, or interdisciplinary small learning communities.

**2. Service Learning:** Our vision is aligned with philosopher Henry Giroux’s critical pedagogy. Giroux “...believes that knowledge originates in social interaction...[and] that social relationships must be understood in the context of power.” (Spring, Joel. (2002). *Conflict of Interests: Fourth Edition*). He believes that the purpose of education is to help students understand who constructs knowledge and how it is constructed. Giroux believes that we must give our students the critical tools they will need to participate in a democratic society. Teaching methods should include giving voice to all concerned, including parents and community members. The ultimate goal is to teach students and other shareholders to analyze and reflect. Service learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards.

All learners benefit from learning in context and this can be a particularly effective strategy for English Learners and students with disabilities. Service-learning actively engages participants in meaningful and personally relevant service activities that are appropriate to participant ages and developmental abilities. The activity is interesting and engaging and participants to understand their service in the context of the underlying societal issues being addressed and leads to attainable and visible outcomes that are valued by those being served. The academic impact from Service-learning projects is stronger when the project is intentionally used as an instructional strategy to meet learning goals and/or content standards. (Shumer 1997)

Service learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. Service learning introduces students to volunteer programs with Friends of the L.A. River, the L.A. River Conservancy, etc. Reflection activities can engage students in addressing global issues ranging from poverty to hunger to the environment. Service learning that is integrated helps students see connections between their actions and pressing global issues. To inspire students to observe their community/world and to take active participation, require students to analyze and propose solutions to a real-world issue or problem, drawing on what they have learned during this year. All of our students PreK-8 are expected to work with the community and complete service based on the service project they establish during their fourth unit of study. Service learning introduces students to volunteer programs with Friends of the L.A. River, the L.A. River Conservancy, Heal the Bay or Tree People. English Learners and/or students with disabilities will learn the process of service learning through these types of hands-on activities more effectively.

**Character Building:** Promoting the ethical integrity in our students is fundamental in the successful implementation of our mission and vision. People with a strong academic base but without a strong character base and balanced emotional confidence will not serve our community in a positive manner. We will break down the IB Learner Profile, and encourage students to ask themselves, “What type of learner am I? What can I learn from others? Where can I improve?” (See Appendix 6)

**Electives:** Students will study elective courses that align with and compliment their basis curricula, studying arts, language, drama, and other areas of interest. Some, but not all, of these subjects would be:

**1. Drama and Theater:** Students will be exposed to spoken word with Shakespeare/drama, beat making, emceeing, and mural painting. Students will be given an opportunity to develop skills in specified areas of art in order to further develop themselves at their own pace.

**2. Social Change through the Arts:** Students will learn about the history/origin and the interconnectedness of various genres of music/arts, the roles they played in society as forms of personal and social expression, and examples of their expressions in modern times. For example, they will learn how Reggae, Blues, Jazz, and Rock expressed the social climate of the times,

**3. Library and Multi-Media Technology:** Students will be given the tools and skills to think critically, conduct research, develop fondness for books, share information, and use multi-media technology to seek out resources. The curriculum will be developed by the Instructional Leadership team using the California Technology Standards and the Language Arts Standard.

**4. World Languages:** Students will be able to communicate through language classes that range from emerging speaker to advanced writer in their native language and in a second language.

**5. Service learning through Entrepreneurial Leadership:** Students will be given opportunities to develop an innovative economic society called “Mini Society” to learn entrepreneurship, service learning and citizenship. In the Mini-Society, students develop a self-organizing economic society with the consultative guidance of the teacher, driven by the need to resolve a classroom situation involving the fundamental economic issues of scarcity and allocation of resources.

**6. After-school Program:** CRES 14 School will offer a variety of after-school programs to meet the needs of students from lower- to upper-income backgrounds.

- Teachers will sponsor a two-hour-per-week tutorial program. Students will have the opportunity to complete their homework, learn vocabulary words or multiplication tables, or focus on their particular individual needs.
- The Academy of Creative Education will provide local artists, whenever available, to help students enjoy "doing" arts.
- L.A.'s Best, Beyond the Bell, Youth Services are provided when approved.

**Model:** The autonomy granted ESBMM and Pilot Schools will enable us to select, develop and implement curriculum and instructional strategies for a more pertinent state-of-the art curriculum. To maximize student learning, instead of using restricted LAUSD curriculum, LD4/EP Community Partners School will implement, as noted above, the philosophy and recommendations of the Foundation for Child Development (FCD), the California Preschool Learning Foundations, IB curriculum, and the Singapore Math Program, Connect Math and other supplemental math programs to help develop conceptual, critical thinking skills through a project-based, interdisciplinary, and integrated approach from preschool to 8<sup>th</sup> grades.

In addition, by having a multi-age grouping instructional setting, team teaching, flexible scheduling, service learning, and electives, every student from three-year olds up is challenged to their potential, and receives differentiated feedback, projects and assessment to complete their projects. In this setting, the gifted students are expected to achieve much higher goals when they perform their projects. The common instructional strategy shared by the FCD Program, IB curriculum, and the Singapore Math Program/College Preparatory Math, is to push students beyond the state standards, with various strategies, so the child's developmental level is raised as high as possible.

Another example of the use of autonomy is flexible scheduling. Due to the theme based interdisciplinary approach in the IB curriculum, students spend many hours working on integrated projects and service learning. English Language Arts, science, social studies, music, visual arts, dance, and math when appropriate are taught throughout the day. Studies show that students, by being able to bond with classmates and teachers for this longer time period gives students the security to academically risk and strive for in-depth goals.

The last example of the use of autonomy is the partnerships with various organizations. El Centro del Pueblo and the Children's Institutes will use their resources to help parents and children from ages 0-3. These organizations will offer parent training, childcare, and fatherhood education to help parents become confident in educating their children from ages 0-3.

**ii. Curriculum Development:** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

CRES 14 Pre-K -8<sup>th</sup> Grade will use The International Baccalaureate's Primary Years Program (PYP) and Middle Years Program (MYP)

**c. Addressing the Needs of All Students:** *Articulate how the proposed instructional program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learners (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary school only).*

**PreK to 8<sup>th</sup> Grade:** CRES #14 Span School believes that this model fits perfectly to the diversity of Echo Park. After attending the same school from preK to 8<sup>th</sup> grade, students are better prepared to face the challenges of high school and beyond. Researchers in Milwaukee found that students in K–8 schools had higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participated more in extracurricular activities, demonstrated greater leadership skills, and were less likely to be bullied than those following the elementary/middle school track. The authors concluded that the intimacy of the K–8 environment and the delay of the transition to a new school until students were more mature may have accounted for the difference. (Simmons & Blyth, 1987). A similar study in Philadelphia showed that the 6<sup>th</sup>-8<sup>th</sup> grade students in K–8 schools had higher academic achievement than those in traditional middle schools: their academic gains surpassed those of traditional middle school students in reading, math and science (Offenberg, 2001). A Baltimore study showed students in K–8 schools were also more likely to pass the required state tests in math. Further, more than 70% of K–8 students were admitted into Baltimore's most competitive high schools, compared with only 54% of students from the middle schools (Baltimore City Schools, 2001). This K-8 model also fosters maturity and higher standards among the elementary school students through their interactions with the middle school students and creates a family atmosphere for the entire school community.

Our instructional strategies focus on developmentally appropriate conceptual learning and differentiation through multi-age grouping from PreK through 8<sup>th</sup> grade. Project-based instruction is based on a metacognitive approach in which students are taught to think and reflect about their own learning. J.H. Flavell defines metacognition as "...one's knowledge concerning one's own cognitive processes or anything related to them". Through explicit strategy instruction, students engage in "thinking about thinking"; they become self-aware, self-regulated learners. For example, by using specific strategies (rereading, asking questions, visualizing, etc.), they can assess their own understanding and comprehension.

**PreK:** CRES 14 is planning to apply for a Pre-K State Preschool Program. Children who have had the benefit of attending high-quality preschools are more comfortable in their surroundings, have been exposed to books and have learned how to play cooperatively. Research has shown that students with preschool experience are more successful at school throughout the grades. The Foundation for Child Development (FCD) promotes a PreK-3<sup>rd</sup> education with a full-day PreK for three to four years old and kindergarteners. We plan to use the FCD and foundations written in the *California Preschool Learning Foundations* (Volume 1). (Appendix 3) The focus is on the four domains: social-emotional development, language and literacy, English-language development, and mathematics. We will apply a concept known as universal design for learning developed by the Center for Applied Special Technology (CAST) (Appen-

dix 5). The universal design for learning is based on the realization that children learn in different ways. In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners. The Harmony Project, will help the preschool teacher and the aide implement music-based intervention for preschool children. (Appendix 4)

**English Learners:** In order to individualize and differentiate instruction to meet each child's needs, team teachers will provide homogeneous, heterogeneous or one-to one targeted instruction throughout the day. EL's will get more individualized assistance so that they can conceptualize these vocabulary words in a small-group setting. Teachers will use graphic organizers, sentence starters and other scaffolding strategies in all content areas especially when students are asked to write. Bilingual teachers and paraprofessionals will assist students in their English immersion classrooms with primary language support. There will be daily English language development (ELD) instruction.

**Special Needs:** Through experiential learning, students with special needs will develop and sustain an academic vocabulary. Students will access the four language arts domains (reading, writing, listening, and speaking) as well as apply mathematical concepts in real-life situations. Mathematics based on project-based learning and discovery of number relationships through experiential learning will also help students with special needs connect abstract symbols and relationships with the real world. Teachers will use reality-based, sequentially developed problem-solving for individual students so that students will be able to better understand the material.

By using these types of reality-based instructional settings, students with disabilities will be able to construct their own meaning and expand their academic language. Students with disabilities will work collaboratively with general education students to complete projects and to solve problems. This collaboration will allow for more conversation and peer interaction and will foster higher student achievement and self-esteem. The students with special needs will successfully access the general education curriculum alongside their typically developing peers.

**Students of poverty:** With our unique curriculum and instructional approach, students of poverty will be given the opportunity to excel in a supportive, enriching environment. Service learning introduces the students to career options and our college partners will build post-secondary awareness. CRES 14 will offer a variety of social services and after school instruction and activities that will support the needs of our families and our diverse community.

**d. Instructional Strategies:** *Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you serve.*

**Multi-age Grouping:** Multi-age education has benefits for a wide range of children. Although multi-age grouping is commonly implemented at the preschool and primary levels, it is also appropriate at the intermediate, upper grades and middle school levels. The National Middle School Association (1997) has identified multi-age grouping, cooperative learning, heterogeneous grouping, and flexible scheduling as important instructional strategies for older students. Multi-age grouping is also beneficial for gifted and students with special needs (Nye, 1993). Gifted students are challenged to achieve to their potential because there isn't the limitation of a rigid grade-level curriculum. Students with special needs in mixed-aged grouping typically find that their individual differences are accepted and their contributions are recognized. In addition at-risk students and English Learners are likely to benefit from this type of instructional setting, which creates a learning environment that provides them with developmentally appropriate

challenges at their instructional level.

Interest in the potential benefits of multi-age grouping has increased steadily in recent years. The growing interest is due to a greater focus on the importance of early years in efforts to restructure the educational system and awareness of the limitations of graded education, due to budget restrictions. The realization that children's uneven developmental patterns and differing rates of progress are ill-matched to the rigid grade-level system has left teachers searching for a better way to meet the needs of all students. (Appendix 3)

CRES #14 Span School places students in multi-age group settings, where one homeroom teacher and two partner teachers work together. Students will attend multi-age group segments, where one homeroom teacher and two partner teachers work together. This method not only allows students to approach a subject matter from the point of view of multiple disciplines, but it allows teaching and lesson planning to evolve, as the different students, teachers, and disciplines, interact. Multi-age grouping with team-teaching supports the importance of targeting students at the appropriate developmental level. For example, kindergarteners with little or no schooling are allowed to work with preschoolers to help establish the base of their learning foundations. They are closely assessed based on their performance, and challenged to higher levels of thinking and socialization. Due to the instructional strategies focusing on critical thinking and project-based learning, students do not lose opportunities to perform to, and even above, their grade-level state standards. English Language Learners will benefit from multi-age grouping as well. Students continue to gain grade-level critical thinking skills while learning English.

#### **4. Conceptual Learning**

Key to the development of our instructional philosophy is the work of Lev Vygotsky who believed that culture and social interactions have a tremendous effect on child development. Learning occurs when students are actively engaged in constructing meaning by drawing from their own experiences and backgrounds. It is the conceptual mind that makes sense out of the world. If the conceptual mind is not engaged, then there is no real thinking going on. Higher complexity moves from facts to concepts for enduring understanding. Higher complexity requires critical, conceptual, and creative thinking. CRES #14 Span School implements themes will be taught for elementary and middle school students. Teachers will research interconnected concepts and themes, not only from the California State standards but also national and international standards. For example, a music teacher may be teaming with a science and math teacher or an elementary school teacher to teach interconnected concepts under the theme "Change."

*Patterns in change emerge from a variety of settings.* (Math 3<sup>rd</sup>-grade standard) *Energy, which can be converted from one form to another, is necessary and causes changes.* (Science 4<sup>th</sup>-grade standard)

Teachers ask open-ended questions like, "Why do the drum and the piano sound different? Why does music played in the auditorium sound different from music played outside? ? Why does this note sound the same as the last note, but higher?"

In the concept-driven curriculum, the importance of the traditional subject areas is acknowledged: language arts, mathematics, social studies, science as well as personal, social and physical education, and the arts. Since inquiry is a vehicle for learning, the natural way to present the key concepts in the form of the broad, open-ended questions.

The concept-driven curriculum uses students' inquiries throughout the planned and unplanned curriculum. Students blossom differently and the instructional setting is differentiated for this reason. English learners will learn academic language in a meaningful way since they build upon what they know in Spanish. Concepts are universal across languages. Students with disabilities, especially mild to moderate disabilities, will grab concepts even though they may not be explaining what they have learned verbally, but can show in their projects. That's the value of conceptual learning.

Project-based instructional strategies and the inquiry approach are essential instructional strategies to develop conceptual skills. The IB curriculum is developed around themes with essential concepts, state and IB standards around them. Students going through one theme to another are required to perform what they learned in an authentic way, either by oral presentations, project, dance and movement, music and rhythm, or written reports. What all these ends produce is the product of the students' acquisition of concepts and skills. They can only create these end products by constructing meaning from where they were to the final goals. Gifted students may produce much more complex products at the end of each theme, while students with disabilities may produce much simpler ones. However, all these students produce is based on concepts that became meaningful and comprehensive to them through their own experiences. Conceptual learning strategies are one of the supporting strategies to make the IB Program successful.

*For Elementary Schools and High Schools Offering Services to Teen Parents and their Young Children Only*

**e. Early Care and Education:** *Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).*

CRES# 14, in conjunction with the LAUSD Division of Early Childhood Education, is committed to providing a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages, and cultures of all students, families, staff and communities it serves. Being a district school allows CRES#14 the opportunity to implement and partner with current LAUSD resources that will address the school's need through the creation of Early Childhood Education Center (ECE), Cal-SAFE, Ready For School (RFS), School Readiness and Language Development Program (SRLDP), and State Sponsored Preschool. Brief descriptions of each of the programs are listed below. Through state funding children 0-5 and their families will have the opportunity to participate in a high quality early childhood education.

### EARLY CHILDHOOD EDUCATION CENTERS

The early education centers are high quality developmentally appropriate preschool programs that address the social-emotional, physical and cognitive needs of the population served. The mission and beliefs of ECED outlines a commitment and responsibility to the diverse cultural and linguistic needs of children and families.

#### Cal-SAFE Program

The California School Age Families Education (Cal-SAFE) Program is a comprehensive, integrated, community-linked, school-based program that serves expectant and parenting students and their infants and toddlers. The Program is designed to improve the educational experience, increase the availability of support services for enrolled teen parents, and provide child care and development services for their children.

#### Cal-SAFE Program Goals

Female and male students age 18 and younger who have not graduated from high school, if they are an expectant parent, a custodial parent, or a parent taking an active role in the care and supervision of their child (ages six weeks to 2 and a half years).

#### READY FOR SCHOOL

Ready for School (RFS) is designed to develop a comprehensive approach that will assist and support the school readiness of children throughout the Los Angeles Unified School District. To accomplish this, RFS has brought together district, county and community partners to provide central coordination and promote system-wide policy changes while simultaneously implementing Ready For School (RFS) Cen-

ters in nine local communities. Each local site addresses the unique needs of its community and builds on existing assets to prepare children age 0-5 for school success.

State Preschool Program

The State Preschool Program is a program for children ages three and four years old. These programs are located at early education centers, elementary schools and adult schools. The State Preschool Program provides personalized learning experiences before children enter kindergarten.

### 3. School Culture and Climate (4 pages + attachments if applicable)

**a. Description of School Culture:** *Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.*

CRES #14 Span School will provide a safe, nurturing, and intimate K–8 environment based on student social and emotional health, safety, trust, respect, and high expectations. The K-8 structure allows the school to continue the relationship established with the students and their families in the elementary grades with a seamless transition into the middle school grades, giving students the security and time to develop the academic and emotional maturity required for success in high school and post-secondary education.

To teach students about social and emotional behavior, the faculty, administrator, and staff will emphasize to students the importance of respecting everyone, including themselves, regardless of ethnic background, gender, or religious belief. We will conduct ongoing training to provide direct instructions on expected social and emotional behavior, and then reinforce them inside and outside the classroom. Some of the training and programs offered are:

- Resilience and emotional self-awareness
- Equity and Access by the California International Studies Project (CISP)
- An RSP-like program for support of and sharing of information related to students with social-emotional issues
- Outside resources such as El Centro Del Pueblo, Angeles Temple, and Children’s Institute (CII) should be utilized to maximize social-emotional interventions
- A systematic behavior system on campus called Best Behavior
- A behavior/character development program called Character Counts
- A consistent, school-wide implementation of a social emotional learning program using Second Step, and curriculum and practices from the PassageWorks Institute that empowers students to be take responsibility for their physical and mental/emotional health.

Learning is a social process that should be fun, interactive and meaningful. Meaningful and lasting learning is the result of a personalized learning environment. CRES#14 will implement pedagogy that allows for a differentiated, personalized learning experience that matches the students’ learning styles, interests, and developmental levels. All students can learn if they are given the appropriate conditions and support. Safety and personalization will result in motivation and academic achievement. We will offer a rich, balanced curriculum including arts education, a dual-language program, and project-based learning that develops students’ autonomy and self-directed learning.

A robust arts program has many benefits. In 1995, The United States Department of Education reported in *Schools, Communities, and the Arts: A Research Compendium*, that “using arts processes to teach academic subjects results not only in improved understanding of content but it greatly improved self-regulatory behavior.” The dual-language program will recognize and validate the heritage language of many of the students and will encourage cross-cultural respect and friendships. Project-based learning will connect learning to the real world, and encourage students to connect to the history and issues in their community. This will in turn produce a school culture where morale is high, learning is exciting, and students feel that doing one’s best is simply the way things are done.

Respectful, collaborative relationships between all members of the school community and the surrounding community will maintain our school as a protected place where everyone is valued, listened to, and

treated with respect. This will support students' academic, social, and emotional growth, resulting in: better communication, more tolerance, a sense of belonging, teamwork and leadership, an improvement in students' ability to cope with stress and change and to develop self-discipline, resilience, and empathy.

**b. Student Support and Success:** *Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?*

Student success at our school will be measured by the growth students achieve toward meeting their social, emotional, physical, and intellectual potential and their progress toward becoming responsible, productive citizens, prepared to lead a diverse society. Students will be succeeding by all measures, demonstrating proficiency not only on the CST, but also developing their creative talents in the arts, linguistic and cross-cultural proficiency in their second language, and their potential as a leader, and as a collaborative member of a team.

Students will be considered successful when they see beyond "rules" to empathy, and beyond fulfilling mandated "service learning" requirements to finding meaning and purpose through giving. They will also be recognized for efforts to improve the environment through responsible practices at school and in the community. School staff and parents will develop and schedule monthly award ceremonies where students can be recognized for their academic growth, artistic achievements, and their service to their fellow students, the school or the community. We will also recognize attendance especially during the early years of elementary because there are serious problem that arise from poor attendance. We will seek to recognize their courage and willingness to take risks and stretch beyond their comfort zones. Parents and our community partners will be involved in the awards ceremonies to emphasize the importance of their achievements. Beyond these extrinsic rewards the school will be motivate students to attend school and graduate because they are engaged in more self-directed instruction.

**c. Social and Emotional Needs:** *Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.*

The school will be organized with mixed grades in order to differentiate for students' developmental differences. The Pre-K-8 structure will create an intimate school climate, where school staff know the students and their families and can make sure students don't fall through the cracks. While the curriculum and pedagogy will be designed to support the academic success of all students, it is essential that the school also consciously guide students to develop the social and emotional skills they will need in order to participate successfully as citizens in the diverse, changing world of the 21<sup>st</sup> century. Social and emotional learning (SEL) is key to creating a school community where students develop into responsible, confident, proactive, capable citizens who will make positive contributions to society. Arts education and project-based learning reinforce the goals in the social emotional curriculum.

The school culture is also defined by the school-family relationship. In order to create a school community, we will develop a partnership with students' families and the larger community. United Teachers Los Angeles will provide the American Federation of Teachers, Educational Research and Dissemination Program: School Family Community, a course based on the work of Joyce Epstein, to school staff in order to develop the knowledge and skills to develop these essential partnerships that will develop self-efficacy, academic achievement, and social responsibility. Every student will have a Personalized Education Plan (PEP), which will be based upon his or her instructional and emotional needs. Teachers will be organized into SLCs in order to support and facilitate flexible groupings of students. Each student will be assigned to a team of teachers who will provide culturally relevant and responsive instruction and follow his/her academic and emotional progress. Partnerships with community organizations will allow us to

refer families to additional counseling and medical services when needed.

**d. College and Career Readiness:** *Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

Community partnerships, including Echo Park community organizations, Cal Arts, Grand Avenue Partners, the harmony Project, Tree People, Academy of Creative Education, the Center of Nonviolent Education, the Children's Institutes, California Institute of Technology, JPL, and local community colleges and universities will support our students as models and resources to promote college and career preparedness as an integral part of the culture of the school. We will visit local universities regularly for special events and also ask college professors to speak to our students to give them background information or to start a new theme. Students will CRES 14 will hold a special summer program for sixth graders to help develop their college awareness, and conduct career activities. 6<sup>th</sup> graders will be studying universities from all over the world as a part of their theme-based IB curriculum. The school will provide middle school students with opportunities to do video conferencing with college students from all over the world to learn about their experiences.

The school will reach out these community organizations described above to create afterschool programs for various arts, to establish mentorship with Cal Tech, JPL, Cal Arts, the Harmony Project and the Academy of Creative Education. The Parent Center group will receive training on K-12 issues such as A-G graduation requirements and CAHSEE. Parent education opportunities will include a focus on understanding K-1 standards, how to help students at home, how to create a college going focus and how to maintain the vision of all students college-prepared and career ready. Business and the workforce look for creative problem-solvers. Arts Education helps students develop those traits. (*The Qualities of Quality, p.19*) With an emphasis on arts education we believe students at CRES #14 Span School will be prepared for college and career success.

**e. Parental Involvement:** *Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.*

Parents often feel that they are not sufficiently prepared to volunteer at school and they may not know how to help their children at home. CRES 14 staff will begin by reaching out to parents to find out what they need and survey/interview parents to find the best ways to establish two-way communication and what times would work best for parent meetings. Parents will be surveyed to ascertain topics that would help them create a supportive learning environment at home, parenting topics, or topics of need/interest. We will coordinate with our community partners to offer topics that parents indicate are important.

With a partnership with JPL and Cal Tech, volunteers will come to school on an ongoing basis to assist parents to gain these essential skills. In addition, we will provide parents with digital training through Adult School in the evening. Parents will also participate as decision-makers at council meetings, as volunteers in the classroom, fund raising projects, grant writing, and campus beautification events. Their efforts on events are recognized in the school's monthly newsletter, and local media. Photos are taken and posted on bulletin boards, so that parents and their contributions are recognized as crucial elements of the school community.

**f. School Calendar/Schedule:** *Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement.*

All attempts will be made to keep the class size under 20 students per teacher PreK-3<sup>rd</sup> and 25 students per teacher in grades 4-8. The smaller classes and lower adult-to-student ratio will support student learning by allowing teachers to differentiate instruction for students who have been identified as Gifted, special needs, ELs, or struggling. Teachers will team-teach in multi-age instructional settings to expose students to their area of expertise and to build a sense of community. Students will participate in electives to be exposed to a variety of forms of art as well as a second language and technology. For students who need additional intervention in the form of the Learning Center, students will be grouped based on need identified through assessment data (CORE assessment, teacher input). This will allow the intervention teacher to target instruction when students are placed in the Learning Center rotation with quick and targeted intervention.

Below is a detailed description of a typical instructional day. Please refer to Appendix 9 for pre-K – 5 and 6 – 8 schedules in table form.

8:30 – 9:30: Inquiry-based problem solving Math instruction in multi-age grouping with team-teaching  
 9:30 – 11:50 (Except recess at 10:30 – 10:50): IB Curriculum: theme-based interdisciplinary session with multi-age grouping with team teaching to cover English Language Arts, Science, social Studies, multi-media, health. Math and the Arts will also be included when appropriate.

12:30 – 1:50:

- CORE, Service Learning: based on the current theme, students are learning to work outside of the campus on projects such as gardening, community research, planting flowers, storytelling to senior citizens, etc. This “service learning” is an integration of major core curricular areas
- Response to Intervention (RTI): At-risk students, long-term ELs, RSP students, etc. come to this room to learn specifically targeted skills and concepts. Targeted skills change every two to three weeks, and students may come and go depending on the skills being targeted. Individual assessment is made and carefully recorded and used for student improvement.
- Targeted Learning Center: This learning center is for at-risk students in Tier 3-4 (see Appendix 10) and students with disabilities. Instructional methods are carefully crafted to improve specific essential skills in math, reading and writing with appropriate accommodations or modifications. A Special Education teacher and regular teacher co-teach at this learning center. Some students may move to RTI groups or may stay for a longer period of time. Individual assessment on specific skills, concepts and knowledge is carefully monitored and used for student improvement.

1:50 – 2:50: Some of the students’ schedule looks like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
Student A	P.E.	FLES	P.E.	Elective 1	Elective 2
Student B	FLES	P.E.	Elective 1	P.E.	Elective 2
Student C	Elective 1	Elective 2	P.E.	FLES	P.E.

*i. **Autonomy:** Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.*

We will make use of scheduling autonomy to provide a structure that will foster a sense of community for the students and provide collaboration time for the faculty. For example, students attend arts or ecology communities clubs conducted by neighborhood volunteers after school on Tuesdays when teachers and administrators have professional development. Teachers have team teacher planning time. We will use our on-site working hours flexibly to accommodate action team planning and/or student advisory.

#### **4. Assessments and School-wide Data (4 Pages)**

**a. Assessment Philosophy:** *Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.*

We believe it is important to assess the development of cognitive, social, physical, and emotional growth in children. The process students take in solving problems, creating products, and arriving at answers is vital to the assessment process. We believe in measuring the forms of student responses. Students should work in a variety of modes of learning, but have the opportunity to be assessed from their modality of strength (*Using Performance Assessment to Engage Preservice Teachers in Mathematical Discourse* Denisse R. Thompson-Article: 3/2010)

LD4/EP Community Partners School believes that multiple measures, using formal and informal assessments, are necessary. This is because it is necessary to address a variety of purposes for accurate assessment. A combination of traditional standards-based assessment, criterion-referenced assessments, project-based/performance assessments, and ongoing (formative) assessments are necessary to obtain a complete picture of students' needs. When considering this variety of assessments, we consider the project-based assessment to be crucial, because that often determines whether the child has integrated, and can apply, learned knowledge.

We will use the following plan: Students will set goals for learning each trimester and participate in the creation of grading rubrics. They will self-assess and reflect on their own accomplishments. Using explicit standards and expectations, students will make use of criteria charts, rubrics, and models to demonstrate mastery of the California Content and IB Curriculum Standards.

Through the data gathered from formative assessments, teachers will improve instructional methods and student feedback. Learning begins by first understanding the background of students. Observations of oral, written, and performance work will be utilized. Data gathered from these assessments will be used to determine whether students are making adequate growth during the year. Performance assessments will be used to measure for mastery. Students will create electronic portfolios to demonstrate growth and mastery of grade level standards.

Through the use of unit assessments, diagnostic assessments, and standardized testing, we will evaluate how the programs are meeting the needs of all students. The data will guide our curricular and instructional decisions for students as a whole as well as for individuals.

**b. Autonomy:** *Describe how the school will use assessment autonomy to maximize student learning.*

Develop 1 report cards aligned with state standards, conceptual learning through integrated and interdisciplinary skill and concept acquisition. This will be done with the collaboration of teachers, students, the Leadership Team and IB curriculum consultants during the start-up year. The school will use the LAUSD report card system during this period. However, we will develop a new report card that more effectively communicates student progress.

- Teacher, administrator, parent, and student created
- Teacher created periodic assessments in the area of English Language Arts to track reading fluency, vocabulary development, comprehension, and writing progress will be used in addition to periodic assessments provided by an adopted program.
- Oral language development will be assessed on an ongoing basis with standards-based (ELD or EL) rubrics.

- Self-assessment and reflection by students will be encouraged. In this way, students will be able to reflect on their work to see what may or may not be lacking.
- Student-led conferences (parent, student, and teacher) will be held.

**c. Student Assessment Plan:** *Describe the school-wide assessment plan for the proposed school. What formative and summative measure will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.*

We will use a combination of traditional standards-based assessment, criterion-referenced assessments, project-based/performance assessments, and ongoing (formative) assessments. The use of multiple assessment tools is necessary to obtain a complete picture of students' needs. When considering this variety of assessments, we consider the project-based assessment to be crucial, because that often determines whether the child has integrated, and can apply, learned knowledge.

Students will set goals for learning each trimester and participate in the creation of grading rubrics. Using explicit standards and expectations, students will make use of criteria charts, rubrics, and models to demonstrate mastery of the California Content and IB Curriculum Standards. Through the data gathered from formative assessments, teachers will improve instructional methods and student feedback.

Learning begins by first understanding the background of students. Through the use of a home survey, teachers will establish a school/home connection, and allow parents to participate in setting goals for their children. We will also survey parents to see what supports they need to support their children's need. This is a part of the parent compact mentioned earlier. Anecdotal records will allow teachers to observe and monitor growth in students. Observations of oral, written, and performance work will be utilized. Data gathered from these assessments will be used to determine whether students are making adequate growth during the year. Based on the data, the teachers will adjust instruction, and use intervention or differentiation strategies to allow students opportunities for optimum growth. Performance assessments will be used to measure for mastery. Students will create electronic portfolios to demonstrate growth and mastery of grade level standards.

In addition, we believe that ongoing assessment aligned with state standards is crucial. We will use the checklist or on-demand tasks to assess student's acquisition of concepts and skills listed in the state standards. This will be done on an ongoing basis to help students improve specific skills as needed. This checklist and on-demand tasks will help teachers develop learning centers where students come for specific targeted intervention for a period of time. This will be done during the electives period.

**d. Assessment Development:** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

February 2011: IB professional development dates will be decided.

June 2011: 10-day professional development dates will be decided.

August 2011: Teachers and administrators' 10-day professional development when we learn what the status of the PD's, resources, textbooks, assessment tools, etc. Ongoing assessment articulation will be held on Tuesdays PD time.

**e. Data Collection and Monitoring:** *Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene*

*with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?*

The Leadership Team and teachers and parent and community representatives will be trained to analyze formative and summative data analysis so that they will become confident to analyze various data in order to modify our educational plan and align the budget to student needs. As an internal applicant, CRES #14 Span School will have access to and will utilize the LAUSD data systems to monitor student achievement and attendance, including Integrated Student Information system (ISIS), Elementary Student Information System (ESIS), Secondary Information System (SIS), My Data System and Welligent Support System.

We will gather the following data from various systems provided by LAUSD:

- Attendance and Truancy
- Behavior and Social Emotional aspect such as having counseling
- English Language Development Level and each English Learner's (EL's) history
- Reclassification Data and students progress after they are reclassified
- California Standards Test (CST) results by individual student, ethnicity, socio-economical background, English Learners, Gifted and students with disabilities
- CST trends by subgroups: EL's, Gifted and Students with disabilities
- Students with disabilities population, their placement, programs, modifications and accommodations and their IEP status
- Parent survey's results
- Safe Schools in the areas of discipline, attendance and student attitudes toward school
- Students at risk to identify the following targeted intervention model (Appendix 10)

**f. Graduation Requirements:** *for all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.*

Our rigorous curriculum will prepare students for admission to any high school. CRES#14 Span School prepares students to be prepared to go to any arts high school, including multi-media technology and environmental science high schools through our required internship/service learning experience requirement. Our culminating graduation multimedia project/presentation will have seniors exploring and explaining the growth they have achieved in becoming global citizens.

## 5. Professional Development (7 pages)

**a. Professional Culture:** *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

The professional development at CRES#14 Span School will foster the norms of continuous improvement and be viewed as a dynamic process in which every educator is committed to professional growth as a life-long process. The professional development plan for our school is intended to be innovative, conceptually focused, personalized, and built on strong research-based models. Teachers and administrators need to feel that professional development will promote their professional growth and experience. In order to make this goal to work we will:

- Collaboratively share ideas from research-based articles and websites
- Send teachers to meaningful conferences
- Voluntary professional literature reading time will be held on weekends
- Provide on-site professional development-facilitated teachers who are expert in various areas
- Provide coaching sessions to observe colleagues
- Provide time to attend online conferences
- Provide a mentor to teachers who need specific assistance

Some professional development will focus on themes and topics for all teachers and administrators, while some will focus on differentiation, taking into account strengths and areas which need improvement. This approach is to promote success, not failure.

**b. Professional Development:** *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?*

Effective professional development must meet the needs of teachers and administrators, and fit into the vision of the school. We need to consider the amount of PD time allocated and identify priorities. The Leadership Team will carefully plan dates and topics based on teachers' feedback. The Leadership Team with the Governance council will develop a short-term and a five-year plan to achieve various professional development goals. In order to be aligned with our "life-long learner" philosophy, we will provide ongoing PD whenever possible in a structured way. Scheduling autonomy allows us to set aside weekly school-wide PreK-8 professional development time. We have Tuesdays from 2:00-3:30 scheduled for professional development and co-planning. Additional Professional Development will be approved for salary point credit, and funding will be put aside for Training Rate Pay for those teachers who do not need salary points.

CRES 14 will start every year with a 10-day summer retreat where the main focus will be teambuilding, to ensure a collaborative community focused on our mission and vision. Besides creating a stronger, more cohesive faculty, the staff will have hands-on training with the IB curriculum, assessment measures, and arts and ecology, multi-media, character-building and service-learning programs. By providing relevant, immediately applicable professional development to teachers, the Leadership Team and the Governance Council will create strong credibility for PD among the teaching staff.

**b. Teacher Orientation:** *Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instruc-*

*tional strategies and differentiate instruction.*

The Principal and Lead Teachers will provide professional development planned by the Leadership Team and the Governance Council, and supervise new and existing teachers. These new inductees will need to learn the IB curriculum, fields that their credential indicates a need for training in, knowledge about diverse abilities, and cultural, language, ethnic, and gender diversity. These Lead Teachers and the principal will have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of the CRES #14 Span School. They will also identify experts in various disciplines on campus who can assist new teachers or existing teachers who need guidance. The Leadership Team and Lead Teachers provide support for teacher development and evaluate the effectiveness of the classroom professional development, recognize excellence, and reach out to those who need further guidance by providing differentiated professional development.

**d. PD Calendar:**

Based on the ongoing needs that present themselves throughout the year, teachers will work collaboratively within their Professional Learning Communities based on grade level and subject-level collaboration and NBPTS “Take One” model, assist in designing Professional Developments using in-house experts, as well as inviting outside experts. This National Board for the Professional Teaching Standards Take One” model will provide teachers with the opportunity “to form Professional Learning Communities with a common language for- and commitment to improved student achievement.” These Professional Learning Communities offer the opportunity for a sustained, integrated focus on student centered learning within CRES #14 ([www.nbpts.org](http://www.nbpts.org)- Take One) As issues at hand are worked on, the actual results of our efforts will be brought to the table and addressed in a constant effort for continual improvement. Additionally, when we begin the process to become an International Baccalaureate school, we will engage in extensive inquiry-based professional development with international curriculum consultants, and through IB seminars. In preparation for the opening of our school, we predict that the areas most in need of professional development will be service oriented learning, the cross-connection of arts and academics, use of multi-media to support our mission, and how to build a sense of community and trust within our faculty. PD in these areas will be provided by outside experts who are knowledgeable in these fields. We will “front load” educators with this knowledge before the start of the school year. The Proposed Professional Development Calendar for the year is as follows:

**Beginning of the Year: August- 10-day Summer Retreat 8:00-2:00pm**

**Topics and Activities:**

- a. Introduction of Staff
- b. Team-Building Activities
  - a. Discuss the creation of a positive school culture (Best Behavior)
  - b. Develop more effective interaction in areas such as teambuilding, communication, problem solving, conflict resolution, and leadership
  - c. Set Professional Learning Community goals, discuss challenges, and encourage group members to share their own learning process with one another
- c. Leadership/School Goals for the year
- d. Introduction of Professional Learning Communities Format
- e. Student Data Analysis
- f. Grade Level/Subject Level Team selection and planning

**Ongoing Professional Development/ Collaborative Planning Times**

### Elementary

**Daily Morning Planning: 1 hour block (grade level collaborative planning)**

**Tuesday PDs: 2:00- 3:30 pm**

**Friday PDs: 1:50- 2:50 pm**

### Middle

**Daily Morning Planning: 45 Minute block (grade level collaborative planning)**

**Tuesday PDs: 2:00- 3:30 pm**

**Friday PDs: 1:50- 2:50 pm**

### Tentative Professional Development Topic Schedule

- **August 10-day Retreat (as stated above)**
- **September-October**
  - In our efforts to develop as professionals, during this time our Professional Development will focus on using pre-existing as well as newly developed protocols to guide our discussions and the analysis of instructional issues and student data results. Examples of these protocols, which largely reflect the NBPTS “Take One” model, include: examining student work, description of issue/ goal at hand, hearing from an expert as needed, implications for classroom practice, reflecting on practice, and lesson studies.
- **November- January**
  - As the school year evolves, new needs will arise from discussions at faculty meetings, team-teacher meetings, and the Friday Student Case Study Meetings. The topics that we need to learn about will surface, and professional development will be modified accordingly. The structure of this development will be:
    - Learning more about how to address instructional issues
    - Implementing possible solution via instructional strategies, such as differentiated instruction, Culturally Relevant and Responsive Pedagogy
    - Reflecting and analyzing the effectiveness of our actions, and refinement.
- **February- March**
  - Teachers will participate in professional development held by various Echo partners such as the Center for Nonviolent Education, Grand Avenue Partners, The Academy of Creative Education and JPL.
- **April- May**
  - Focus will be on Professional Development and teacher planning opportunities that focus on continual development and implementation of the curriculum, analysis of data, and continual development and refinement.
- **June- July**
  - Focus will be on Reflection of this year’s professional development and instructional practices as well as pre-planning for the upcoming year.

### Professional Development /Collaborative Planning Throughout the Year

Within their Professional Learning Communities, teachers will work within their grade level teams to plan and design standards and research based curriculum that follows the lesson study design on an ongoing basis throughout the year. Teachers will assist each other and work collaboratively to develop and enhance effective instructional practices by using actual classroom observation. Protocols for peer coaching and observations will include: using a video camera, focus point (pinpointing a focal point for observation), and interesting moments (discussions of shared experiences to learn). This part of the professional development will be done using the *Cognitive Coaching: A Founda-*

*tion for Renaissance Schools* by Arthur Costa and Robert Garmston. In addition, teachers will continue to follow current research in the area of education through professional literature circles conducted during their morning planning meetings, and abetted by voluntary weekend reading of professional literature. Finally, teachers will be encouraged to participate in an experimental- education program that will encourage individuals/groups to try new things, and stretch beyond their comfort zone.

**e. Program evaluation:** *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.*

The process of evaluating our professional development follows Guskey's (1998) recommendations, which are well aligned with our philosophy of professional development

- **Clarify the intended goals.** The first step in any evaluation is to make sure your professional development goals are clear, especially in terms of the results you hope to attain with students and the classroom or school practices you believe will lead to those results. (“Results-driven” approach to professional development Sparks, 1995, 1996b).
- **Determine how the goals can be assessed.** Decide up-front what evidence you would trust. Ensure that evidence is appropriate, relevant to the various stakeholders, and meets at least minimal requirements for reliability and validity.
- **Gather and analyze evidence on participants’ reactions.** At the completion of both structured and informal professional development activities, collect information on how participants regard the experience.
- **Gather and analyze evidence on participants’ learning.** Develop specific indicators of successful learning, select or construct instruments or situations in which that learning can be demonstrated, and collect the information through appropriate methods.
- **Gather and analyze evidence on participants’ use of new knowledge and skills.** Develop specific indicators of both the degree and quality of implementation.
- **Gather and analyze evidence on student learning outcomes.** Considering the procedures outlined in Step 6, collect the student information that most directly relates to the program or activity’s goals. Be sure to include multiple indicators to tap the broad range of intended and possible unintended outcomes in the cognitive, affective, and psychomotor areas.
- **Prepare and present evaluation reports.** Develop reports that are clear, meaningful, and comprehensible to those who will use the evaluation results. Evaluation reports should offer practical recommendations and compare costs to benefits, or the “return on investment.”

**f. Autonomy:** *Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.*

Scheduling autonomy allows us to set aside weekly school-wide PreK-8 professional development time. We have Tuesdays from 2:00-3:30 and Fridays from 1:50 – 2:50 (elementary) and 1:50 – 3:15 (middle) scheduled for professional development and co-planning. Elementary teachers will have 60 minutes before school, and middle school, 45 minutes, for collaborative team teacher planning, professional development needs, assessment, unit planning, content area planning and preparation.

LD4/EP Community Partners School will start every year with a 10-day summer retreat where the main focus will be teambuilding, to ensure a collaborative community focused on our mission and vision. Besides creating a stronger, more cohesive faculty, the staff will have hands-on training with the IB curriculum, assessment measures, and arts and ecology, multi-media, character-building and service-learning programs. By providing relevant professional development to teachers which they can apply immediately at the beginning of the new school year, the Leadership Team and the governance Council will create strong credibility for PD among the teaching staff.

## 6. Serving Specialized Populations (4 pages + attachments)

**a. Special Education:** *Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D, & E.*

CRES 14 will operate under the Modified Consent Decree and is required to comply with the Individuals with Disabilities Education Act. We will have two Resource Specialists who, with the administrator, Lead Teachers, and School Psychologist, will operate as a Bridge Team for students with disabilities, responsible for initial Individualized Education Programs (IEPs), ensuring that students with disabilities are appropriately placed. They will also manage scheduling all annual IEP reviews and make any needed triennial reviews or changes of placement. The Bridge Team will use Welligent, the electronic management system used by LAUSD, for IEP management and to monitor how well the school is achieving the Modified Consent Decree.

Students with disabilities will be mainstreamed into all classes, some of which will be co-taught or collaboratively planned with the Resource Specialists. Special Day Program teachers will deliver a standards-based curriculum implementing school-wide access strategies and adhering to all District Instructional Guides, with modifications and accommodations identified in IEPs.

The Individuals with Disabilities Act, the Federal law governing special education, requires participating states to have policies and procedures to ensure that "A free appropriate public education (FAPE) is available to children with disabilities residing in the State between ages of three and 21, inclusive, including children with disabilities who have been suspended or expelled from school." We are committed to ensuring that students with disabilities are given access to a Free and Public Education (FAPE), the CRES 14 Span School will closely follow state, federal and LAUSD guidelines. We will follow the special education process described in a timely manner within the laws:

1. Written request for a special education assessment is made by a parent or school staff member.
2. Special education assessment will be developed.
3. Parent is provided the special education assessment plan within 15 calendar days of receipt of request.
4. Student progress reports are sent as often as parents of general education peers are provided reports on student progress.
5. An IEP meeting is held to review its appropriateness within one year of the previous IEP meeting

One aspect of Special Education that is crucial to the CRES 14 plan is the Inclusion Model. The purpose of inclusion is to increase student access to academic learning, leadership and the entire community. We believe that all students are learners, all students have leadership skills that need to be accessed and exercised and that all students are a part of our community and make it whole and complete. Therefore, the goal and challenge of inclusion is that each student's needs be met within the regular classroom.

Fully inclusive pedagogy at CRES 14 will require:

- Shared Responsibility in School Design:
  - Specialists, teachers, students and staff will work together to address student needs
  - A fundamental shift in thinking, focus and vocabulary (i.e. from "my students" and "your students" to "our students")
  - Openness to defining and redefining structures and systems within the school
  - All stakeholders (including students, parents and community members) will be included in conversations about design
  - District funding model for using resources to benefit all students

- Attention to Universal Design principles
- Regular Communication & Continued Learning:
  - Regular conversations with all stakeholders about diversity, our beliefs and our struggles
  - Regular common planning time
  - Professional development centered around inclusion, rigor and effective use of staff and resources
  - Mentoring and cooperation from district level specialists
- Commitment to Differentiation:
  - Educators will learn to distinguish among students who have difficulty accessing language, those with social/emotional issues and those with learning disabilities
  - Educators must be committed to learning to serve students representing all of the above categories and their combinations
- Thoughtful Scheduling:
  - Taking into account individual strengths and needs.
  - Connecting learning goals to curricular goals of each course
  - Taking into account teaming and classroom environment.
- Creating Effective Learning Environments:
  - Thoughtful classroom design: desk arrangement, student grouping, assignments
  - All teachers and learners must be committed to creating a healthy learning environment
  - Learning as process must be valued, mistakes must be valued, strengths and needs must be valued
- Intellectually Challenging Instruction:
  - Instruction must be differentiated so as to engage all students in varying ways
  - Reading instruction will be administered across the curriculum
  - Technology will be used to diversify and equalize instruction
- Attention to Assessment, Data and Grading:
  - Multiple paths will be developed to reach the standards, benchmarks, culmination requirements and state tests
  - Training in assessment and its link with grading is paramount
  - Specialists and teachers will work together to develop appropriate and responsible modifications and accommodations for any student in need
  - Data will be regularly examined by staff and students to monitor systemic and individual progress
- Focus on Empowerment, Self-Advocacy and Social Involvement:
  - All students will be encouraged to become involved in school activities and leadership
  - Advisory curriculum will be designed to empower students to know themselves as learners and leaders

We recognize that inclusion poses challenges to our community, but we believe that it will be equally beneficial for all students. The more all students are regarded and treated as individuals, the better for everyone. We are committed to revisiting the research, generating questions and seeking solutions in order to include all students at CRES 14.

Please see Appendix 8 for more details about the Modified Consent Decree. We have numbered this section to be consistent with our other appendices. Note that this is the document called “Appendix D” on the District forms.

**7. Performance Management** (2 pages + attachments)

**a. Performance Goals and Metrics:** *Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.*

**b. Rationale:** *Discuss why the proposed school will track the mission-specific indicators selected.*

Not required at this time.

## 8. COMMUNITY INVOLVEMENT

*The Community Involvement section should demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.*

### **Community Analysis and Context** (3 pages + attachments)

**a. Description:** *Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.*

Echo Park is a hilly neighborhood in Los Angeles, less than 5 miles northwest of Downtown Los Angeles and southeast of Hollywood, including Angelino Heights and Historic Filipino Town. Echo Park was named Edendale before the construction of the park itself. The original name survives, as the local U.S. Post Office is named the “Edendale” branch, and the Los Angeles Public Library branch is named “Edendale” as well. The Los Angeles film industry was centered in Echo Park before the studios moved to Hollywood. Before World War I, Echo Park was nicknamed “Red Hill” for the concentration of political radicals living there. Famous artists have also resided in Echo Park. Currently, Echo Park is home to many unique local businesses and institutions, such as Barragan’s restaurant, Pescado Mojado, El Rodeo Grill, Taix French Restaurant, and many small independent boutiques and coffee shops. Echo Park is also home to community-service organizations including El Centro del Pueblo, the Children’s Institute, religious institutions including Angelus Temple, and the Episcopal Diocese of Los Angeles Cathedral Center of St. Paul.

The Echo Park area is ethnically diverse and heavily commercial. It includes immigrants from the Philippines, Mexico, Central America, and Cuba, among others. Some parts of the community are attracting writers, artists, musicians, and professionals, who are bringing some gentrification to the area. It is close to downtown Los Angeles and is the one of the oldest suburbs of L.A., yet it has been able to maintain its historic architecture.

This Echo Park community is rich with resources that would provide many learning opportunities for the students in the area including and not limited to the following: the Fire Department, Edendale Library, the Farmers’ Market, art galleries, murals, independent book stores, Echo Park Film Center, Echo Park Historical Society, and the park itself, Echo Park. The community needs to continue to grow in the direction of maintaining its resources and in creating new ideas for improvements. The school will prepare students to be productive participants in their own neighborhood. Surprisingly, the opportunity for exploring their neighborhood is not always available to them. Students would gain an awareness of their community, what it offers, what it needs, and they would be able to experience it allowing them to make a more concrete connection to it.

Bringing all of these elements of the community into the school will be essential in creating a strong experiential and project-based school. Additionally, partnerships with various Echo Park Community Organizations help achieve this goal. The community is politically active and this has contributed to its cohesiveness. CRES#14 Span School team members are working on creating a strong partnership with organizations and resources such as the Greater Echo Park Elysian Neighborhood Council, Center for Non-violent Education, the Children’s Institute, the Grand Avenue Partners, Los Angeles Chamber of Orchestra, Central LA New High School #9, the Academy of Creative Education, L.A. River Conservancy, Cal Arts, and the Harmony Project. In teamwork with these organizations, we can develop meaningful service learning programs from early elementary through middle school.

According to the most current LAUSD data about 90% of students in the area which will be served by the new school are considered as economically disadvantaged, 30 – 65% English Learners, and 72-93% Latino. (See Appendix 1) Residents are zoned to Logan Street School, Clifford Street School, Mayberry Street School, Elysian Heights Elementary School, Rosemont Avenue School, Lake Primary Center, Union Avenue School, Virgil Middle School and King Middle School. Most of the students are Hispanic; however, Asian, Filipino and African American populations are present as well. Many students or their parents are immigrants. English language learning will be supported in all grades. Students in current

Echo Park schools have a large gap between their present rates of proficiency and the Annual Measurable Objectives (AMO) mandated rates.

**b. Background/ Support:** *Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnership that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.*

Teachers and administrators at Rosemont Elementary School, which is one of the feeder schools, have been in close contact with the Children's Institute, and Virgil Middle School has been in a partnership with Grand Avenue Partners. The Design Team, which has been a core team helping create the vision and school programs for CRES#14 Span School have many teachers, UTLA representatives, current and retired teachers and administrators, Echo Park residents, politicians, merchants, parents, who have demonstrated decades of combined experience in serving this community and similar ones with a strong record of success in doing so. (See P. 3 Section 'b' in the Executive Summary) Some members are representatives from Echo Park Community organizations and retired educators who have strong connections with the community. Some of the Design Team members and partnerships are:

Clara Argueta, Teacher Assistant and Parent at La Fayette Primary Center

Rene Alvarez, Bilingual coordinator, Commonwealth Elementary School

Lisa Baca, Greater Echo Park Elysian Neighborhood Council

Evaristo Barrett, Principal at Rosemont Elementary School

Anne Barry, Principal at Lake St. Primary Center

Ruth Beaglehole, the founder of Center for Nonviolent Education and Parenting

Alicia Brossy de Dios, UTLA Representative, MacArthur Park Primary Center

Erika Canal, Coordinator at La Fayette Primary Center

Vivian Chen, Teacher, National Board Certified, Multnomah Highly Gifted Magnet

Shannon Corbett, Director, Local District 4

Janet Davis, Professional Development Salary Point Credit Advisor and UTLA Representative

Walasse Der: teacher at La Fayette Primary Center

Irma Flores, Parent, Union Avenue School

Patricia Gonzalez, Cal Arts

Ivan Johnson, the Oakwood Secondary Music Program

Jessica Kochick, UTLA Representative, Miguel Contreras Learning Complex

Arthur Kwan, Teacher at La Fayette Primary Center

Kamille Maslon, M.E.d, teacher of Rosemont Elementary School

Elsie Akita Myers, UTLA Area Representative-North Area

Margaret Martin, President and founding director of the harmony Project

Cheryl Ortega, UTLA Director of Bilingual Education, Greater Echo Park Elysian Neighborhood Council

Francesca Perez, Teacher at La Fayette Primary Center

Maria Rodriguez, Bilingual Coordinator, Rosemont Elementary School

Chieko Rupp, Retired administrator and point person of the Design Team

Maria Silva, Bilingual coordinator, Union Avenue School

Mark Slavkin, vice-president for education, Music Center

Ronni Solman, Retired Educator and community resident

Dean Tagawa, Principal at La Fayette Primary Center

Julie Van Winkle, Teacher, Nightingale Middle School, UTLA Representative

The Design Team has established partnerships or is currently negotiating with the following external organizations. The following organizations have provided us with educational resources and/or letters of endorsement:

Cal Arts

The Harmony Project: Letter of endorsement provided (See Appendix)

Grand Avenue Partners: Letter of endorsement provided (See Appendix)

Academy of Creative Education: Letter of endorsement provided (See Appendix)  
Los Angeles Chamber of Orchestra  
Central LA New High School #9: Letter of endorsement provided (See Appendix)  
Greater Echo Park Elysian Neighborhood Council  
El Centro del Pueblo  
Children's Institute  
The Center for Nonviolence Education and Parenting:  
Sierra Club  
California Institute of Technology  
The Kauffman Foundation

## **9. Community Engagement Strategy (2 pages)**

### **a. Engagement Plan (2 pages)** *Explain the team’s vision for engaging the community and the underlying theory that supports it.*

The community, and especially the parents, will have an active and important role in the school’s mission and vision. They will be important members of the leadership team with defined roles in everything from scheduling to hiring. We put strong emphasis on creating a community among administration, faculty, staff, parents, community members, and students.

Our vision is aligned with philosopher Henry Giroux’s critical pedagogy. Giroux “...believes that knowledge originates in social interaction...[and] that social relationships must be understood in the context of power.” (Spring, Joel. (2002). *Conflict of Interests: Fourth Edition*). Faculty and parents will have various avenues to provide input for the decisions made for the benefit of our students. This structure will promote a culture of shared responsibility and decision-making that will allow the school community to do the following:

- Communicate on a daily, weekly, and monthly basis through meetings and email
- Encourage members of the community, parents, and students to become part of the school community and the decision making process in governing and advisory groups
- Determine the qualifications for hiring school staff that includes classified staff, teachers, and administration
- Plan and implement professional developments/ trainings for leadership skills among all governance council members.
- Together, analyze school data, school culture, budget and effectiveness of the council, and modify, if necessary

In partnering with the Echo Park Community Organizations, we will provide opportunities for our students to participate in inquiries that integrate both academic study and community service. Students will research, select, design, and evaluate projects that address issues within our community. Students will expand their critical thinking skills as they develop reading, writing, presentation, and computing skills that align with, and exceed the California state standards. As they participate in project-based learning and assessments, our students will have vast and varied opportunities to practice teamwork and cooperation, and to develop leadership skills and the value of service learning.

Service learning becomes an integral part of this process of learning. Service learning fosters closer connections between the school and local community and contributes to positive perceptions of young people as resourceful contributors. It helps students see connections between their actions and pressing global issues. Whether the service is conducted locally, service learning activities can engage students in addressing global issues from poverty to the environment.

**b. Key Community Partnerships:** *Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how responsible for managing the cultivation of these partnerships. For elementary school and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.*

Many current Design Team members are Echo Park Community residents, educators and political organizers. They have been active participants of the Design Team meetings and are committed to become members of the governance council to help create the school with this vision, the curriculum and the governance model. Most team members have had many years of involvement in the area. Many members are not only residents but also work in the neighborhood--educators, parents, small business owners, community organizers, artists--and so have a vested interest in what happens here. All feel a strong connection to

establishing an innovative, project-based school that would be an important contribution to this culturally diverse community

Service-learning and “real world” experiences are the foundation of CRES #14’ curriculum, so community partnerships are integral to our students’ daily classroom life, starting in Pre-K and on-going through 8<sup>th</sup> grade. We plan to cultivate these partnerships by 1) including community organizations on our school site council and shared decision-making council, 2) inviting speakers to classrooms and student visits to our partner’s locations as part of inquiry-based student projects, 3) developing mentorship opportunities for students, and 4) having meaningful collaboration with teachers and staff at professional development meetings to brainstorm, develop, and assess projects. Meetings will frequently take place at our partners’ locations so that teachers become familiar with the wide variety of workplace environments that students will explore, from the stages of the Music Center to the computer labs at Cal Tech.

Specific collaborative projects will include visiting local senior citizens’ to perform music, display student art, make art together, and to share stories about each other’s family history and the local history of Echo Park. Students will become environmental activists by helping to revive the historic lotus patch in Echo Park Lake, which died a few years ago. This Service Learning project would partner our students with L.A. Conservancy, Tree People, LA Parks and Recreation, along with the Echo Park Improvement Association to bring “real world” work into the classroom curriculum. The visual and performing arts partners Cal Arts, MOCA, Disney Concert Hall, the Music Center, the Harmony Project, the Academy of Creative Education, and artists from the Echo Park neighborhood can provide mentorships, afterschool arts communities on campus, workplace visits to discuss projects, hands-on workshops, student and professional performances and art displays. Students and community organizations will collaborate on developing meaningful service-learning projects that address our students’ ideas for community improvement. Our students will learn how to affect change in their immediate environment through inquiry, critical thinking, and social interaction with “real world” professionals. Our English Learners will also learn and retain language faster through these reality-based experiences.

Every teacher and administrator along with student and parent representatives at CRES 14 will share responsibility for developing and cultivating partnerships within the community. Based on strengths, interests, and student needs, teachers will form partnership teams with a variety of organizations throughout the school year. School staff and community partners will meet on a quarterly basis to monitor and evaluate the progress of our collaborations to continually improve and refine the quality of our students’ education. Lead Teachers will oversee and monitor team teaching and community partners, ensuring that if teachers or contacts leave, new teachers/partners are brought together to keep those community connections alive. To aid school-wide communication, a huge master calendar with writing, drawings, and photos can be installed in the school’s main hallway to let everyone know when community visits, walkabouts, fieldtrips, and student performances and exhibitions are taking place and to share through photos after each activity. This is an immediate, concrete way for all stakeholders to see their importance in the life of our school.

Our community of Echo Park has an amazing human resource for teen parents and their children: Ruth Beaglehole, founder and director of the Echo Center (formerly the Center for Non-violent Education and Parenting.) She will conduct an ongoing series of workshops for both parents and teachers. The Echo Center’s philosophy is that children are full human beings who thrive and grow through respect, healing, and connection. Ms. Beaglehole works with understanding, compassion, and many years of experience to help teen parents in the Echo Park community. She teaches teen parents how to set limits for their child to keep them safe, teach social skills, and values. All her workshops and written information is Bilingual Spanish.

## **GOVERNANCE, OVERSIGHT AND LEADERSHIP**

*The Leadership, Governance and Oversight section of the proposal should present an overview of the proposed school's leadership, governance and oversight model. Your responses should include ample evidence that the team is equipped to handle the start-up of a new school or the transformation/turnaround of an existing school.*

### **10. School Governance and Oversight** (5 pages+ attachments)

**a. School Type:** *Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter School?*

CRES 14 will implement an ESBMM model for our school during its first year of operation. After the staff has been hired and participates in professional development on school governance, the staff will be able to choose between ESBMM or a Pilot model for the 2<sup>nd</sup> and subsequent years, because either model will provide the autonomy over curriculum, assessment, scheduling, staffing, budget, professional development and governance we need. Either model will allow us to offer an enriched educational curriculum and pedagogy that will create a learning environment where students are motivated, taught, guided and facilitated to really think. The reason to wait a year before final implementation of the reform model is to have the newly hired staff make an informed decision about the governance model under which they will continue to work at the school and in order for the staff to have true buy-in regarding their school's governance model. The rich diversity of our Echo Park Community is a perfect match for the International Baccalaureate (IB) Program. We will be implementing curriculum and assessments based on our conceptual focus. Our multi-age group settings with teacher teaming will allow each child to be taught appropriately but not overwhelmed. Our inquiry-based, concept-driven curriculum with flexible scheduling allows teachers to help students get involved in project-based learning without being restricted by time. Our autonomy over scheduling, staffing, and budget will allow us the flexibility to maximize our resources and provide intervention and differentiated instruction. This program could not be accomplished with our budget if we utilized our resources in a traditional model.

We will use The International Baccalaureate Curriculum (IB) in our elementary and secondary programs. The theme-based curriculum integrates the content of several content areas and is not separated by subject matter like in a traditional school model. Due to the interdisciplinary/integrated approach, school scheduling does not follow the traditional model's guidelines and students' hours are longer than traditional. Staffing and scheduling flexibility will allow us to use our teachers' hours to maximize our resources to support instruction. Because we are going to have an arts focus, second language instruction, and the flexibility of the K-8 structure, we need the staffing autonomy in order to seek out staff that can support these programs.

Afterschool activities and intervention will be supported by flexible use of our school funds and by programs provided by our community partners.

The IB program will require time for professional development and team teacher planning. We will offer professional development for salary point credit for those teachers who have not reached the maximum number on the salary schedule and others will be paid the training rate for hours that exceed their assigned hours. We will use professional development and team teacher planning. Professional development will be planned around our educational philosophy, vision and core instructional activities.

**b. Application Team Capacity:** *List the members of applicant team filling this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.*

(See Section 8 b. for this list)

Although the staff of CRES 14 has not yet been hired, there is great interest among some members of the Design Team to apply for positions at the school. Some outstanding teachers and administrators within LD 4 have expressed interest in working at CRES 14 Span School.

**c. School Governance and Oversight:**

**i. Autonomy:** *How will you use governance autonomy to create a culture of a shared leadership and decision-making focused on high student performance?*

*CRES 14 Span School* truly believes in a collaborative form of leadership. Our school will be organized in a manner in which all stakeholders will be motivated to participate in the decision making process through consensus on school-wide issues. This autonomy will allow us to run its day-to-day operations through the use of a team of highly qualified educators whose qualifications include: administrative credentials, masters, doctorates, and National Board certification. They will both instruct in the classroom part time and perform administrative duties. This autonomy will also allow *CRES 14 Span School* to have the following groups share in the leadership and decision making process: principal, teachers, parents, students, classified personnel, community representatives from Echo Park and partnership organizations' representatives.

The Expanded School Based Management Model (ESBMM) will be based on the Six Elements of School Based Management. These Six Elements are the belief that a School Based Management Program can thrive only if the school has: increased funding to the local school site based on the State ADA and categorical funding framework, autonomy over its financial resources, over hiring, over curriculum, over professional development and over bell schedules

In keeping with these elements and with California Ed Code provisions encouraging School Based Management, our Expanded School Based Management Model seeks to facilitate improved staffing practices, budget management, parent involvement and scheduling of time. All aspects of Expanded School Based Management will be implemented consistent with applicable laws and the terms of existing and future collective bargaining agreements.

Administrators, the UTLA chapter chair and Lead Teachers will receive training to be developed by CRES 14 Span School which will create a team of school leaders based upon a model that creates bottom up, team building collaborators. This training will lead all parties to regard the principal, teachers, parents and other stakeholders as critical partners.

Through the autonomy over hiring, we will be able to hire highly qualified and dedicated teachers and staff members, and recruit community volunteers who share the school's vision and mission. Members of the administrative and leadership teams will be able to actively recruit faculty and observe potential hires in their current teaching positions during the 2010-2011 planning year. With the autonomy over schedules, we will be able to determine the daily, weekly, monthly, and yearly schedule of courses, extra-curricular activities and events. The autonomy over curriculum will allow all members of the staff and students to stay focused on our vision and mission and create the project-based, arts curriculum we envision. The autonomy over professional development will permit us to adjust quickly in response to educational data by creating staff developments, allocating resources, and modifying instruction and intervention techniques. The autonomy over finances will allow us the flexibility to have a longer school day and offer the electives and other extra-curricular projects that we are designing.

Due to the autonomies permitted by ESBMM, we will be able to recruit and inspire a powerful network of educators, staff members, community members/leaders, partners, parents and students who will work together to make important decisions. All stakeholders will have input on school policies, the school's progress, evaluations, elections, and other vital pieces of our school's infrastructure through the use of our committees, teams and governing council, described below. Building consensus within our committee/team/council structure will be a key part of the work necessary to making CRES 14 Span School the visionary school we desire. Through our democratic decision-making processes, we will develop collaborative accountability. This means every member of the school community will feel a responsibility to every other member and will be held accountable by the entire community to ensure the school's success.

All staff will be able to make an informed, collective decision, taking a final vote if necessary, during the school's first year of operation, about the governance model, ESBMM or Pilot Model, that will be ultimately utilized by the school. The final, chosen governance model will be implemented beginning in the 2012-2013 school year.

Democratic decision-making requires all stakeholders to be well-informed members of the school community. At CRES 14 Span School, we will invite the entire school community to our planning meetings before the school opens and when it begins to operate next fall in order to begin to build the structures, such as our committees, governing council, and teams, that will be the foundations and ongoing infrastructure of our school. We will welcome input from all our stakeholders as we build these structures. We will continue to create this type of democratic decision-making throughout our first year of operation. The success of CRES 14 Span School depends upon this effort at including all members of the community in the creation of our committee, council and team structure.

**ii. School Level Committees:** *Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholders group into decisions.*

CRES 14 Span School will be founded on a model of collaborative leadership, where all members of the school community share decision-making. The following groups provide the school with the decision-making structure and organization that are a part of our mission and vision:

**The Governance Council** will be an elected body which will comply with the School Site Council Model as described in the California Education Code, Section 52012. Its composition and mode of operation are described in detail below in section iii.

**Instructional Leadership Team** - The primary purpose of this team will be to maintain the mission and vision of CRES 14 Span School. The composition of the Instructional Leadership Team will include the principal, the Organizational Team, two instructional teacher leaders from each elementary and middle school levels, including the UTLA chapter chair, and a representative from LAUSD IB Curriculum Office, an Apple education consultant and partnership organizations representatives (the Harmony Project, Grand Avenue Partners, Cal Arts). The team will oversee school progress, hiring, Organizational Team evaluation, the budget, school policies, data analysis, recommendations for program improvement, and any other specific autonomies provided by ESBMM. The Instructional Leadership Team will elicit input from the entire school community by the use of larger outreach meetings, surveys and informal conversations. The team will be in regular communication with the Governance Council. Co-chairs for the team's meetings will be drawn from the members of the team. There will be two co-chairs at each meeting. Different co-chairs will rotate throughout the year. The Instructional Leadership Team will meet at least monthly and more often if needed.

**Organizational Team** – comprises The Lead Teachers from elementary and middle School, and the UTLA chapter chair. They will meet weekly to coordinate scheduling, discipline plans, articulation between elementary and middle schools, special issues, and meeting district mandates. This team also serves on the Instructional Leadership Team and will work to establish norms for communication with the larger school community.

There will also be a number of other teams that support CRES 14 Span School, its operation, its students and its various stakeholders. These will include:

**Circle of Friends Teams** – will include students, parents, family members, teachers, service providers, and special education designee, for students with special needs that are fully integrated into general education classrooms. The team will convene monthly meetings to discuss individual students' strengths, needs, and curriculum adaptations, accommodations and modifications.

**Student Action Teams**– will be comprised of an elementary and middle school council. The elementary council will have 3 representatives from grades 3 – 5. The middle school council will have 3 representa-

tives from grades 6 – 8. They will meet every other week in the individual councils and then once a month they will conduct a joint council meeting. This council will enable students to have input on the operation of the school and on the implementation of our unique programs.

**Parent and Community Team(PACT)** –will be comprised of parents, partnership organizations in the community and community members. They will meet bi-monthly to create, organize and implement PACT fundraisers, parent/community projects, parent/community involvement, parent/community education and leadership. It is from this involvement that much of our cultural awareness programming will originate.

**Student Success Team (SST)** - will be comprised of teachers, the principal, a resource specialist, the school psychologist when necessary, the school nurse, and a member of the organizational team.

**Classified Team** – will be comprised of all classified staff members such as: Teacher Assistants, clerical, janitorial, and other classified members of the school community. They will meet once a month to keep up to date on all issues at CRES#14 Span School.

The process *CRES 14 Span* School will use to get faculty input into decision making is that each team mentioned in ‘ii’ will have regularly scheduled (as often as weekly) team meetings and when budget decisions need to be made, the teams will discuss and research information at the team meeting. The teams will reach a consensus decision as often as possible. Teams will send representatives to other team meetings to foster inter-communication between the teams. A designated Instructional Leadership Team representative will take their team’s decisions back to the Governing Council. In an effort to continually develop educational leadership skills, Lead Teachers will teach a class whenever possible and teachers will have release time to collaborate on instructional and administrative concerns. Weekly faculty meetings will be held to coordinate, analyze data and programs, make recommendations/suggestions, share best practices/strategies, make necessary modifications, and voice concerns. Each member of CRES#14 Span School will have input on school-wide issues. There will also be a **Student Council** which will consist of students from 3<sup>rd</sup>-8<sup>th</sup> grade as well as a few teachers as facilitators/advisors. This council will raise money, give recognition for special accomplishments and support school-wide activities.

**iii. Governing Council:** *Describe the composition of the Governing Council and the process for membership selection.*

CRES#14 Span School will be governed by a **Governance Council**, which will comply with the School Site Council Model as described in the California Education Code, Section 52012. The council shall be composed of the **principal**, **4 teachers** selected by teachers at the school; **1 other school staff** selected by other school staff at the school; **3 parents** of students attending the school or **community members** selected by parents and in secondary **3 students** selected by students.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils. (California Education Code Section 52012).

The Governance Council will be responsible for setting school policy and recommending the selection of the Organizational Team. Members will be elected at the beginning of the school year and it will meet regularly.

The Governing Council will be a critical piece of our ESBMM governance model. Decisions will be made by consensus as much as possible. It will be incumbent upon the members to be informed about all the inner workings of CRES 14 Span School as well as to join the faculty in specific professional development sessions that address school governance and other vital underpinnings of the school.

Our Governing Council will oversee the six elements of School Based Management (funding, finances, hiring, curriculum, professional development and scheduling) and will need to be educated on these ele-

ments and how to help implement them at our school. There will need to be specifically targeted professional development to help both the Governing Council and the Instructional Leadership Team to be true leaders within our school community. We want them to operate effectively and be trusted by the members of the community they will be elected to serve. To assist the Governing Council to become as effective and as valuable as it can be, visiting experts, such as faculty members of the Woodland Hills Academy, another ESBMM school, will be invited to make presentations to the Council. Deliberations will be thoughtful and respectful and decisions will be research-based and issues will be explored in depth. Avenues of communication will always be open between the Council and the rest of the school community. Everyone will be invited to the Council's meetings although only the elected members will be permitted to vote. There will be an accountability system set in place by the Council to make sure concerns and issues of the staff, parents, students and greater school community will be addressed by the Governing Council of CRES 14 Span School.

## 11. School leadership (3 pages)

**a. Principal Selection:** *Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.*

Selecting the right principal for CRES 14 Span School is critical to the success of the school, because an inspiring leader of a unique school attracts a strong, dedicated staff and, together, this group of individuals creates the collaboration and teamwork that will be the foundation of our new school. Under this model, the vision and mission of our school will be able to be realized.

The criteria for selecting such a leader consists of the following:

- Establish clear priorities to avoid ambiguities and conflicting messages in the job flyer.
- Write the desirable candidate's character traits, attitudes, skills and philosophies to match with our school vision, mission, and philosophy .
- Write interview questions clearly, commonly interpreted by interviewers and interviewees.
- Establish cohesive rubrics to assess interviewee's response. (one point on a four-point scale)
- Post the open position through LAUSD's website, AALA newsletter and other networks.
- The selection of the leadership will be done through interviews by panels composed of relevant parties directly or indirectly involved in working with the position at hand, including the Instructional Leadership Team.

Desirable Characteristics we will be looking for:

- Leads in accordance with a strong personal ideology aligned with our vision and philosophy
- Well-grounded beliefs about the purpose of education
- An understanding of curriculum: selection and sequencing of important knowledge
- Familiarity with multiple instructional strategies and research supporting them
- Broad knowledge of education policy, and the implications and relative efficacy of current policy initiatives
- Commitment to equity and excellence for all children
- Able to work well with school staff, parents, and community members and organizations
- Has a track record of personal professional success
- Is hands-on, involved in the details
- Able to work well with all members of the school and community
- Committed to the collaborative governance models of both ESBMM and Pilot.

Job Description:

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the school's philosophy, mission, values and goals
- Outreach to our parents and community partners to make efficient use of collective resources.
- Manage the overall instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly learning environment.
- Ensure compliance with all laws, board policies and civil regulations.
- Establish the annual master schedule with the Instructional Leadership Team for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

- Encourage and develop teacher, parent and student leadership and participation in decision-making.
- Maintain and account for all student activity funds and money collected from students.
- Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical and emotional needs.

**b. Leadership Team:** *Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.*

There will be many opportunities for leadership at CRES#14 Span School. One pair of leaders will be two Lead Teachers who will have reduced teaching responsibilities so that they may collaborate, observe, conduct meetings and perform other out-of-classroom duties that will help with the operation of the school. The Instructional Leadership Team will include the Organizational Team, two instructional teacher leaders from each elementary and middle school levels, including the UTLA chapter chair, and other partnership representatives as well as the principal. The Governing Council will include some of these leaders as well as other elected members of the school community. All members of our leadership team at the school will strive to work together in a collective manner of mutual respect.

Our dream for CRES#14 Span School is that leadership will be fostered in everyone and all viewpoints will be respected. In this manner, classified employees will have a voice, the teachers will feel empowered, the administration and teaching staff will feel supported and the vision and mission of the school will be realized. Parents and students will be equally empowered and respected as will be our community partners. Frequent collaborative meetings will be held to set goals, develop curriculum, and assess progress. With this spirit of cooperation and shared leadership, a true reform model of education can be created. We hope it will be a model for future emulation.

**c. Principal Evaluation:** *Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.*

The Governing Council and the Instructional Leadership Team will evaluate the principal annually, using the following areas with 4-point implementation rubrics:

Curriculum implementation:

- Observe the depth of implementation of the IB Curriculum and math programs (Singapore Math, Connected Math and College Preparatory Math)
- Observe the quality of implementation of these programs, using teachers' surveys, and students' assessment results, such as projects, writing reports, portfolios, etc.
- Observe the arts integration in students' activities during interdisciplinary periods.
- Visit classes on a monthly basis to assess the depth of implementation of arts activities.
- Observe the ecology integration in students activities during interdisciplinary periods.
- Observe how partnership organizations are working with teachers and/or students on a monthly basis.
- Observe how the rest of the programs such as digital literacy, World Languages, character building programs are implemented in the classrooms.
- Observe professional development activities to see how much has been implemented according to the annual schedule.
- Observe operational duties described in the job description.
- Analyze parents, students and teachers' surveys to see the rate of satisfaction.

Because the leadership of the principal is so critical to the school's success, there will be a collaborative approach to the principal evaluation process. The Governing Council and the Instructional Leadership Team will conduct evaluation sessions that will include input from all members of the school community. Not only the academic knowledge of the principal will be evaluated, but also his/her interpersonal skills and the ability to create a collaborative team, devoted to the school's vision and mission

**12. Staffing (5 pages)**

a. **Staffing Model:** *Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

Our vision is that all students will become well-rounded, intellectually curious, socially conscious, environmentally sensitive, life-long learners and critical thinkers who become productive members of the society in the effort to improve the local and global community through intercultural understanding and respect. In order to provide developmentally and linguistically appropriate and socio-economically suited instructional settings for all students, CRES#14 Span School will implement multi-age groupings and teacher teaming. Classes will be conducted using a project-based methodology under themes established in the IB curriculum. Teachers instruct across disciplines, interweaving California State standards. English learners are mixed in this type of settings with bilingual and monolingual teachers teaming. In some classes, a special education and regular teacher team during part of the day or for the full day. Learning centers are established to bring students who are in Tier 2 and 3 for specific learning targets during a part of the day, which is taught by RSP, special education or bilingual teachers. The appropriate use of Learning Centers will promote English Learner’s acquisition of English Literacy and special education students’ acquisition of specific skills as listed in their IEP’s. All teachers are fully informed of these students’ individual needs listed in EL profile cards and in their IEP’s. A tech-based librarian will be available to assist groups of students during a part of the day, researching, webbing and writing reports of their discoveries. Some students may participate in partnership programs or community work during their electives. Due to this autonomy, which is quite different from the traditional model of teaching, CRES#14 Span school requires this type of staffing.

Classroom Setting:

(PreK teacher will be funded by the state)

Multi-age Grouping Level	# of students per class	Total # of classes	Total # of students	# of Teachers per Multi-Age setting	Total # of teachers
PreK/K	(24)/24	2	48 (-24preK)	(1-PreK)/1	1 (2)
K/1	24/24	2	48	2	2
1 <sup>st</sup> /2 <sup>nd</sup>	24/24	2	48	2	4
2 <sup>nd</sup> /3 <sup>rd</sup>	24/24	2	48	2	4
3 <sup>rd</sup> /4 <sup>th</sup>	24/30	2	54	2	4
4 <sup>th</sup> /5 <sup>th</sup>	30/30	2	60	2	4
5 <sup>th</sup> /6 <sup>th</sup>	30/30	2	60	2	4
6 <sup>th</sup> /7 <sup>th</sup>	30/30	4	120	4	4
7 <sup>th</sup> /8 <sup>th</sup>	30/30	4	120	4	4
ARTS Special Ed & Learning Center		6	48	6	6 (2RSP & sp ed, 2 arts, 2 Lead Teachers)
<b>TOTAL</b>		<b>33 classes</b>	<b>600 students</b>		<b>38 teachers</b>

1 state-funded Preschool teacher

15 multi-subject teachers (1 World Languages/elementary, 1 science/elementary)

6 middle school teachers (1 science, 2 math, 1 P.E., 2 English/social studies)

1 visual arts teacher

1 instrumental music teacher

2 special education/RSP teacher  
2 part-time out-of-class Lead Teachers (1 elementary, 1 middle)  
1 principal  
1 school psychologist  
.5 nurse  
.5 tech-based librarian

**b. Recruitment and Selection of Teachers:** *Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the school's planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.*

The teachers at CRES 14 Span School will be motivated and inspired by the school's vision and mission. They will want to teach in this kind of learning environment and will be attracted to the curriculum, the autonomies and the spirit of collaboration that will be fostered at the school. The criteria for selecting teachers consists of the following:

- Establish clear priorities to avoid ambiguities and conflicting messages in the job flyer. In the flyer:
  - Describe the desirable candidate's character traits, attitudes, skills, and philosophy clearly
  - Describe our school vision, mission, and philosophy
- Write interview questions clearly, so that they will be commonly interpreted by interviewers and interviewees
- Establish cohesive rubrics to assess interviewee's responses (four-point scale grading of responses, for instance)
- Post the open position through LAUSD's website, UTLA newsletter and by word of mouth
- Selection of the teachers will be done through interviews by panels composed of relevant parties directly or indirectly involved in working with the position at hand, including members of the Instructional Leadership Team
- All teachers will hold the appropriate credentials for their positions and all teacher qualifications will meet state and federal requirements

Desirable Characteristics:

- Teaches in accordance with a strong personal ideology aligned with our vision and philosophy
- Is willing to try new things
- Has a track record of generating good results in CST, attendance, punctuality, and communications.
- Is the type of person who is willing take risks
- Never gives up, and keeps improving teaching skills
- Is willing to work collaboratively
- Has a track record of personal professional success
- Is hands-on, involved in the details
- Exhibits strong leadership qualities
- Is collaborative and open to an ESBMM or Pilot model of governance

We will follow guidelines listed under the UTLA/District Contract to determine the mix of experienced/new teachers. Differentiated and school-wide professional development will be provided during summer and on an ongoing basis during the school year. Teachers, including Lead teachers, and the principal will assist new teachers in a systematic way. Teachers will have the choice to select the topics and conferences they want to attend. Teachers will bring ideas to share with colleagues. Peer-coaching will be conducted on an ongoing basis.

**c. Autonomy:** *How will you use staffing autonomy to create optimal learning-centered cultures for students? For pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.*

Taking advantage of flexible scheduling, multi-age grouping and team teaching, regular teachers and special education teachers will offer targeted intervention strategies during their interdisciplinary time, electives and math time. In addition, at-risk students and students with special needs will be taught by special

education teachers and regular teachers at learning center settings. They will teach specific targeted skills, independently or by co-teaching.

The staffing autonomy will allow Lead Teachers to take over classes to allow full-time classroom teachers to have more time for observation and for collaboration with other teachers. It will also allow for longer blocks of time which will enable project-based learning to take place.

**d. Evaluation:** *Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.*

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals are taken from the California Teaching Standards. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and by teachers observing other teachers. A post-observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher. Parents' input will also be solicited.

During the first year of operation, the staff of CRES 14 Span School will study, at targeted professional development sessions, the findings of both the District's and UTLA's Teacher Effectiveness Task Force and Work Group, and will develop a long term, collaborative evaluation process for the teachers and administrator that will strengthen the ability of the whole staff to meet the goals of the school.

Evaluation is an ongoing process. Through peer evaluation and targeted professional development, we expect the educators at CRES 14 Span School to continually strive to improve their instruction. The strength of our evaluation model will be in its collaborative, supportive nature. Using a positive, team approach to evaluation will help create a climate that is conducive to self-evaluation and self-improvement. The structures that will be built by the staff to support this evaluation model will allow our school to get better each year. The Governing Council and the Instructional Leadership Team, along with other teams within the school, will study school climate surveys, school satisfaction questionnaires, API, test scores and other vital rubrics to mark the school's progress and to set goals for further growth. The ongoing evaluation of CRES 14 Span School will be a team effort.

**13. Finances:** *The Finances section should provide an overview of the projected budget for the proposed school, including additional resources that may be needed. Note that all internal applicant teams will receive funding via the District's Transparent Budgeting process, which is based on student ADA, while independent charter schools will receive funding via the charter funding formulas. Please reference Appendix F for a brief overview of Transparent Budgeting. (3 pages)*

**a. Financial Sustainability:** *Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.*

As an internal LAUSD team, CRES 14 will receive funding via LAUSD's transparent budgeting process, which is based on student average daily attendance for both per pupil and categorical funding.

**b. Additional Funding:** *To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.*

To create the state-of-the-art, technologically advanced school that we envision for CRES 14, we realize the importance of raising funds beyond the existing District funding. In order to do this, the Governing Council, teachers, parents and community members will work together to write grants and reach out to community organizations. We will also collaborate with UTLA for grant-writing training and support. As previously mentioned in the plan, we have established partnerships with organizations such as CalArts and Mac. We are hoping that they will be able to enrich our school, not only with equipment and services, but also monetarily. Eventually, we would like to work with our community partners to establish a nonprofit organization.

**c. Autonomy:** *Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.*

LAUSD's Transparent Budgeting plan includes four components: transparency, flexibility, accountability and support, and equity.

During Year 1, CRES 14 will demonstrate transparency by making the budget available to teachers, classified personnel, parents, and community members. During faculty meetings and meetings of the school governance groups, we will identify potential additional program resources we may want to include, so that we are flexible to unexpected expenditures we may face. We will provide support and accountability by ensuring that members of the Governing Council and other school governance groups receive proper training in understanding and engaging in the budget development process. At the end of our first school year, we will encourage equity by assessing how we have allocated our resources and the adjustments we have made.

In subsequent years, we will continue to give stakeholders free and open access to the budget, allow for flexibility of spending, ensure that all newcomers to our school community receive proper training in school budgeting, and assess our budgetary system at the end of the year. As we become more proficient in grant writing, we expect to have more resources available in our annual budgets; however, as we have seen during the past few years, we must also prepare for budget limitations. As our budget changes, we must be ready to spend and save wisely, and we must always put the needs of the students we serve first.

Despite the constant need for flexibility and preparedness, we must also set budgetary goals for our school. By our fifth year of operation, we will establish funding guidelines for the different departments and grade levels. In the spirit of transparency and flexibility, these guidelines will be made available to

all stakeholders and open to negotiation. As we establish procedures and processes for budget meetings, we will clearly document them and make them available. Each year, these procedures will be reviewed and adjusted as needed.

**d. Budget Development:** *Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.*

An important feature of the Collective Bargaining Agreement in District schools is the system of governance, which ensures that the members of the school governance body have binding votes in issues concerning the school budget. Our Governing Board will include administrators, teachers, other school staff, parents, community members, and students. The Board must have a quorum in order to make decisions regarding budget and all other matters. When creating a budget for CRES 14, we will adhere strongly to the terms cited in the Collective Bargaining Agreement to ensure that all stakeholders are able to give input.

#### **14. Implementation** (2 pages + attachments)

**a. Implementation Plan:** *What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.*

During our first year of operation, we plan to implement the International Baccalaureate (IB) curriculum, multi-age groupings, project-based learning, service learning in the upper grades, and a music program. We will also begin our ambitious Professional Development program, which will give all teachers the opportunity to become National Board certified. We also plan to strengthen our existing relationships with the community and community organizations, as well as build new relationships with our neighbors.

We believe that we will be able to achieve the full scope of the proposal as written after four years. During the first four years, we will be laying the groundwork for a heritage language program. Additionally, we will be rolling out our extensive Arts program, which will involve the incorporation of art into the core classes, as well as Arts elective classes and after-school Arts opportunities, which will be provided by a number of collaborating community organizations. During this foundational period, we will decide as a school community whether we would like to continue with the ESBMM governance model, or to become a Pilot School.

UTLA/Echo Park Community Partners Applicant Team

CRES#14 Span School Proposal

**Section 3f School Year Calendar Addendum**

We plan to adopt the LAUSD Traditional Single Track Calendar, unless the school facility is ready for early occupancy and the proposed LAUSD transition to an Early Start Calendar is finalized. If the school facility is available, and the neighboring LAUSD schools adopt the Proposed Early Start Calendar, then we would prefer the Early Start Calendar. Given the likely construction progress, and the tentative status of the Early Start Calendar, we are prepared to use the Traditional Calendar.

In either case, the intention is to provide an instructional calendar that is coherent with surrounding LAUSD schools, and consistent with the instructional calendars of the Belmont Zone of Choice High Schools, including CLAHS#9, that our students will be prepared to attend. As we anticipate that many of our families will have students at CRES#14, as well as students in the Belmont Zone of Choice High Schools, we intend to provide a school calendar that aligns across grade levels, and makes it easier for families to plan for family activities, child care, or other “off-track” experiences for their children.

Attached are the Tentative 2011-2012 Single Track Instructional Calendar “Early Start”, as well as the 2010-2011 Traditional Calendar

■ Pupil Free Days Friday, August 12, 2011 and Monday, June 4, 2012



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

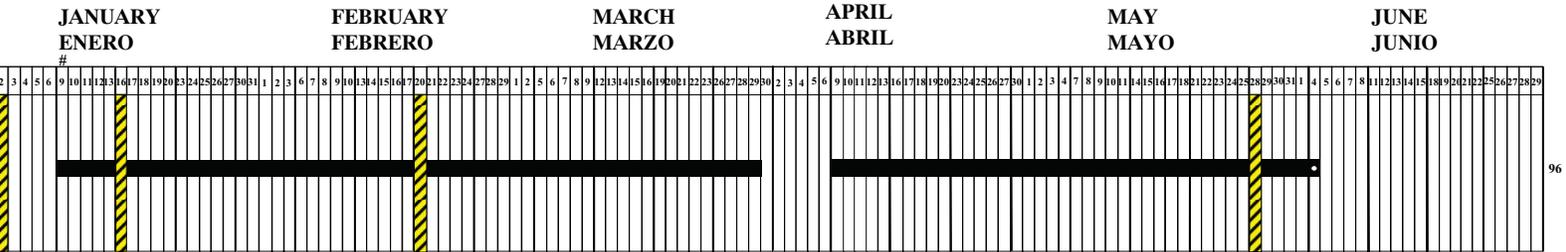
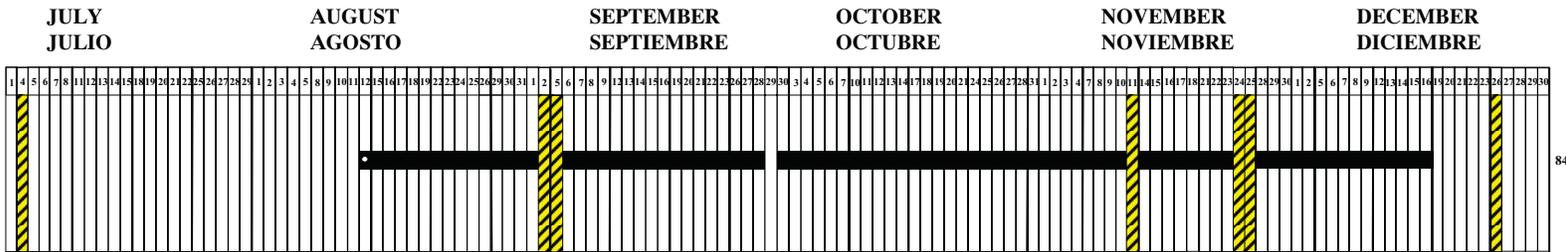


**DATE**  
**10/18/2010**

\* If a school selects Monday, January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day

**SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012**  
**CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN**

**TENTATIVE**



<b><u>IMPORTANT DATES:</u></b>					
07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**



**Final Calendar  
Board Approved  
4/13/2010**

**REDUCED SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2010-2011  
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN**

JULY JULIO																															AUGUST AGOSTO																															SEPTEMBER SEPTIEMBRE																															OCTOBER OCTUBRE																															NOVEMBER NOVIEMBRE																															DECEMBER DICIEMBRE																														
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[Calendar grid for January-June with furlough days (F) and holidays (hatched)]																															111																																																																																																																																																										

**IMPORTANT DATES:**

09-03-2010	Admission Day	11-25 & 11-26-2010	Thanksgiving Holiday	04-01-2011	Cesar E. Chavez Day Observed,
09-06-2010	Labor Day	12-20-2010 thru 01-07-2011	Winter Recess	04-18 thru 04-22-2011	Unassigned Day
09-07-2010	Unassigned Day	01-17-2011	Dr. Martin L. King, Jr.'s Birthday Observed	05-30-2011	Spring Recess
09-09-2010	Unassigned Day	# 02-14-2011	Second Semester Begins	06-24-2011	Memorial Day Observed
09-13-2010	First Day of Instruction	02-21-2011	Presidents' Day		Last Day of Instruction
11-11-2010	Veterans Day				

**F: Furlough Day, No School for Students and  
Certificated Staff**

Revised 4/12/2010

School Management Services