



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: Academia de las Americas (AdIA)

PROPOSED BY: Academia de las Americas (AdIA)

FOR: Lucille Roybal Allard Elementary School (SRES5)

Mission & Vision of the School

As a public institution and an integral part of the Huntington Park community, Lucille Roybal-Allard Elementary School (LRA) reaches out to students from birth to sixth grade by providing a strong academic and social and emotional foundation. The mission of LRA is to provide a quality education and environment enabling all students to become proficient, responsible, and productive citizens in a diverse society. We believe that all members of the school community, staff, parents, students and partners, take responsibility for building community, contributing their diverse talents and energies to solve problems, deliberate about issues, influence policy, and pursue the common good.

Lucille Roybal-Allard offers two programs for our students: the Bi-literate and the World Studies strand. When students leave LRA, they will understand the world and their place in it as productive, global citizens and/or be bi-literate in English and Spanish.

In order to ensure 100% of our students to be ready for middle, secondary and post-secondary education, we are focused on these qualities of successful educational programs:

- a. Having a high quality the teacher is the single most important factor in a child's education
- b. Students attend early education
- c. Special education is inclusive
- d. More instructional time
- e. Real world problem solving
- f. Parents as partners
- g. Developing social and emotional skills
- h. Data driven decision making

Designing Data Driven & Student Centered Instructional Programs

- Upon reviewing student-level and school-level data from our feeder schools, we found that while students in all grades struggle to meet proficiency on the California Standardized Test (CST), almost all EL students and 6th graders do not meet proficiency. Our areas of need include Reclassification of English Language Learners and improving instruction in all grades, but especially 6th grade. Based on these needs, we have made the following commitments:
 - Our students will reclassify out of the classification of Limited English Proficient (LEP) within five years of consecutive attendance at LRA
 - Our sixth graders will continue their high level of performance in K-5 or improve upon it.
 - Our students will meet or surpass the targets on the LAUSD performance meter in all areas with a focus on the CST
- Our goal is to implement and offer services and interventions to prepare our students for social and academic success:
 - Teachers in Professional Learning Communities (PLCs) will review data, plan and implement differentiated instruction using the Response to Intervention and Instruction (RTI²I) model, which is intended to meet the needs of the students during the school day
 - Teachers are implementing research-based best practices in their instruction
 - The inclusion of Special Education students in regular education classrooms
 - Through our partnership with Human Services Association (HSA) Early Education classes will be offered to prepare students for kindergarten success. In addition, they will offer socialization gatherings for parents and children for ages 0 to 3.



- Parent Education in the form of academic workshops and academies to build social capital will be provided to support student success. This will be done by both school personnel and through community partnerships.
- In partnership with Huntington Park Police Department, we will provide the Junior Juveniles at Risk Program (JAR), a preventive program to foster social and emotional skills. In addition, parents of children participating will be supported with parenting techniques.

Instructional Program

Lucille Roybal-Allard offers two programs for our students: the Bi-literate and the World Cultures strand. Students in the bi-literate strand will be fluent in reading and writing in English and Spanish. The study of World Cultures will be divided into different regions of the world, in which each grade level adopts a specific area of study. All students will have their needs addressed through three guiding principles: engaging prior understandings, the role of different types of knowledge and self-monitoring. Through these research-based best practices we will ensure that every classroom at LRA is providing the best possible education:

- We know that successful classrooms use the gradual release of responsibility instructional model to ensure deep understanding of concepts. In this model, teachers model the concept before gradually releasing the responsibility to students.
- Teachers will explicitly teach reading strategies, based on Stephanie Harvey’s research, aimed at deepening reading comprehension
- The use of the strategy Question-Answer-Relationship (QAR), helps students analyze texts in a structured way, which in turn helps them comprehend.
- The workshop model is the most effective way to have students understand the reading and writing connection. Students have individual conferring time so that their teacher can monitor their progress closely. This is the time when teachers can meet with small groups or individual students in order to meet their needs.
- We will use specific strategies such as Specially Designed Academic Instruction in English (SDAIE) to target the needs of English Learners such as working collaboratively, using real world objects and visual aids.
- To have students gain awareness of their own thinking/reasoning, teachers will employ concept lessons and rigorously teach problem solving strategies in mathematics. The purpose of instruction at LRA will be to have our students achieve the proficiency necessary to compete in a highly-skilled global society.

While all students will be will be given support and enrichment through the Bi-literacy program, Bi-literacy certificate and medal when requirements are met, World Cultures Program, RTI², Collaborative studies, and Individualized Assistance, the following opportunities will be available in order to meet the needs of the following subgroups:

- **Students with disabilities:** full inclusion in general education classes with support from special education teachers and/or teachers’ assistants, frequent progress monitoring, opportunities for participation in all school activities including extra-curricular activities, classes and training pertaining to special education for parents
- **Socio-economically disadvantaged students:** School-wide Title 1, Free breakfast/lunch, community resources such as medical, counseling and food banks, Operation School Bell, open campus before and after school through Youth Services and/or Woodcraft Rangers
- **Special Needs students:** Coordination of Services Team meetings, Student Success Team meetings, 504 plans to meet the needs of those who are not special education, Community Resources
- **Gifted students:** Enrichment opportunities such as Science Olympiad, Technology sessions, podcasting, Cross Age Tutors, Student Council, service learning
- **English Language Learners:** structured English Language Development instruction at the students’ ELD level, clear and explicit language objectives, small group interaction with proficient English language speakers, Language Appraisal Team (LAT), continual monitoring and support of students who have already reclassified, frequent progress monitoring for language and content, using ELD portfolios and California English Language Development Test to guide instruction, communication and training for parents
- **Standard English Learners:** All of the supports given to the English Language Learners plus individualized intervention to acquire academic English.

School Culture

We, at LRA Elementary, desire that our students be academically successful, have a healthy social and emotional well-being, and a successful transition into postsecondary life. Our goal is to take a proactive and holistic



approach in order to get all our students at proficiency and beyond. We will create a culture where both, adults and students, can thrive in a safe, creative and trusting environment. With our programs and partners, we will be able to provide for the needs of our students and their families. In short, the culture of our school will be one where we all share the responsibility for the success of our students.

TYPICAL DAY IN THE LIFE OF A STUDENT AT LUCILLE ROYBAL-ALLARD ELEMENTARY

It is a bright Monday morning and Erika is ready for school. As she walks into the office with her mother, the office manager greets her and her mother. Since Erika's family has been attending programs such as MotheRead, FatheRead at LRAES since she was born, she is as comfortable at LRA as if this were her second home. The office manager stops the mother to ask if she will be attending the parent workshop. Erika's mother says yes as soon as she drops off her 2-year-old son at the Toddler program in room 3.

Erika walks to the yard and lines up with her RtI² group, as she knows the day begins with RtI², no matter the grade. This provides differentiated instruction at the students' current level of performance, whether needing extra help or further challenge. Observation, Common Formative Assessments and Periodic assessments and the group decision of the PLC determined her placement in her RTI² group. She knows she is in the "On level" group in math, while her friend Rocio is in the "Beyond" group. This doesn't bother her however, as she knows groups are fluid and she will be moved based on performance and effort.

After RTI², all students head to their home class. For Rocio and Erika, this means their fourth grade class with Ms. Equihua. She knows the class will begin with the core reading program and instruction in the deepening of her understanding of reading comprehension strategies. Erika smiles as she is greeted by her teacher upon entering and sees her latest scores on the data wall. She can't wait until she gets to work with her small group, finishing their project on their tablet (Kindle Fire or Ipad).

Writer's workshop is next, where she will be able to work on writing stories developed through the writing process and receive writing advice that is tailored to her needs at her conferring session with the teacher. She knows the genre of focus is narrative but she is able to write about a topic within that genre that is motivating to her. Conferring sessions allow the teacher to meet with students individually to discuss progress in writing. Unlike "old school" classrooms, students here are talking with each other about their work and moving along the writing process at their own pace. The discussions help develop her academic language.

When working on mathematics after recess, she knows problem solving will be a focus and her thinking will have to be explained in all answers she provides. Working in pairs, she uses manipulatives to model double-digit multiplication with expanded algorithms and explains her thinking. She knows double-digit multiplication can be solved many different ways. Student created rubrics are used to ascertain whether she was successful in her explanations.

After lunch, Reader's workshop will be a time where she will read independently at her reading level. She chooses a book from her favorite author and has a chance to confer with the teacher about her understanding of the story and discuss the skills needed to move up in reading levels. She will respond in writing in her Reader's Response journal and show that she can apply various comprehension strategies based on the text. She can compare her answer with the rubric to determine success, which is readily available in her journal.

During Social Studies, Erika will learn about agriculture and resources in Europe as it compares to the United States. Since Erika is enrolled in the Bi-literate program she will learn this content, as well as be held accountable to discuss and write her findings in Spanish and English. Erika and her classmates will be placed in small groups in order to make comparisons and create a Thinking Map of their choice to illustrate their learning.

Ms. Equihua and her PLC have previously determined to alternate between science and social studies by unit. Once this particular unit on Europe is finished, Erika will then learn Science content around Magnetism. Ms. Equihua and her colleagues will then use Science to help bridge the gap between Spanish and English, since many science terms are in Latin, which can be easily translated into Spanish.

Lastly, her teacher leaves to plan with her colleagues as Erika participates in collaborative studies, where she works with a first grade class, on the work of Rufino Tamayo, a Mexican artist. As she's successful in her RTI²



group, she opts not to go to the Individualized Assistance session to get extra help. Her friend, Rocio, however, goes to Individualized Assistance as she would like help with the reading strategy of inferring the character’s motivation in Esperanza Rising by Pam Munoz Ryan.

After-school, there are several activities in which these students can participate. Programs such as Woodcraft Rangers offer many options for students who have signed up. They can participate in classes such as technology, dance and art. There will also be student government for the sixth grade students. Parent-child book clubs will also be offered. One ad hoc committee is devoted to developing programs that support our mission of bi-literacy and world cultures.

Extracurricular Activities developed to help create opportunities for meaningful participation are:

- Student Council, mock United Nations, Debate Club
- Cross Age Tutors, service learning, campus beautification, recycling
- Technology, podcasting, internet classes, photography
- Parent/child book clubs, book fairs, literacy night

Parent Engagement & Involvement

It is important to empower parents to navigate the educational system in order to ensure their child’s success. The writers of this plan are parents of school-aged children, many of whom they will enroll at LRA, and understand the importance of also creating a home away from home. A warm, welcome, safe environment must be provided for the parents as well as the students. Classroom doors must remain open to parents both as observers and as partners. We view our parents as an asset to our school especially since the majority are Spanish speakers and come from different countries thus being able to contribute to our programs. In addition, parent workshops will be provided for our parents. Workshops in areas such as critical thinking, Blooms Taxonomy, problem solving and algebraic reasoning will give the parents the skills to help their children with higher order thinking. Parent Academies will focus in areas of college readiness, physical and mental health, and other topics that will help our parents build social capital. The Parent Center at the school will also play a critical role. We want to create a space where learning can happen and our parents and community can seek resources. More than a social center or a mere work space, the Parent Center will be viewed as an integral part of the school. Our volunteers will be given the tools to be partners in their children’s education thus creating a reciprocal relationship.

Staffing

LRA will only hire individuals who are committed to our mission and vision and share our beliefs. Since our focus is bi-literacy and world cultures, we will endeavor to hire dedicated personnel who best meet these areas.

- Qualified bilingual teachers are necessary to the success of this school.
- Staff will fully embody the characteristics of a life long learner and will continually seek out learning opportunities in order to improve their craft.
- Teachers who are hired for the World Cultures strand will need to be people who have knowledge and respect for other cultures.
- Any teacher at LRA will have to be committed to our program, which extends far beyond the school day.
- Teachers at LRA will have to understand the importance of being deeply invested in the community.
- All teachers will be encouraged to be Nationally Board Certified or complete the Take One, where teachers complete one entry in the NBC process, in order to further their understanding of their own teaching practice and how students learn.

The expectation is that **ALL** stakeholders share in the responsibility for the success of **ALL** our students.

Applicant Team Contact Information

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