

Letter of Intent (New School)

This Letter of Intent will provide formal notice to LAUSD regarding an applicant’s intention to submit a proposal for the 2010-2011 school year. 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 and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 15, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via superintendent@lausd.net

Organization Information	
Name of applicant (for profit entities may not apply)	United Teachers Los Angeles c/o Julie Washington, UTLA Elementary Vice President
Address	3303 Wilshire Blvd. 10 th Floor Los Angeles, CA 90010
Phone	(213) 368-6227
Website (if applicable)	www.utla.net
Main contact name and phone number	Julie Washington (213) 368-6227
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	<u>Gratts New PC</u> built to relieve <u>Gratts ES / Union ES</u> School(s). The school’s plan for maximum student achievement will conform to the LAUSD’S long published ideal that <i>“the goal of the elementary school is to provide students with experiences that will contribute to improvement in skills, whether these skills are becoming proficient in English, gaining knowledge, or appreciating the cultural background of people. The goals of the balanced curriculum encompass the objectives and skills relating to the academic and non-academic subjects; the sequential learnings of students, both those fluent in English and those whose language is other than English; multicultural studies; and the practical application of these learnings to life situations.”</i>

<p>Brief description of community engagement activities planned or completed</p>	<p>The research is clear, “A school will not achieve equity and excellence for all of the students in its care if it does not acknowledge, understand, and include the families and communities of all its students.” With this in mind, school/district personnel, parents, and ‘community members’ (e.g. churches, community groups, neighborhood association, and local business leaders) will be invited to attend joint planning meetings beginning on January 4, 2010. During the joint planning meetings the following will be discussed and developed:</p> <ul style="list-style-type: none"> • Parents at CEAC and ELAC meetings as well as student focus groups and LD support staff will provide engagement activities including a survey (<i>barriers to learning; name of school, expanded facility utilization plan, etc.</i>) • Engagement of the local neighborhood council, LAPD, and civic and faith-based organizations in identifying other community partners. Begin to build links with business and industry, community agencies, community organizations, and individuals to resolve community and school issues. <p>On January 19, 2010, facilitate a School Community Engagement Meeting for the new school to provide feedback of earlier input, update the community on initial proposed plans, and seek greater input.</p>
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<p>Brief description of proposed vision, mission, education plan, and partnerships</p>	<p>VISION/MISSION: The vision of the new elementary school is to challenge each child to reach his or her full intellectual, creative, and physical potential through an integrated standards-based curriculum founded on developmental principles. From the earliest grade we will encourage our students to wonder, to inquire, to achieve excellence, and to be self-reliant, laying the foundation for a lifelong love of learning.</p> <p>It is the new Elementary School’s mission to provide a</p>
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supportive educational atmosphere that is characterized by:

- ✓ Dedication to educating the mind, body and spirit of each child with emphasis of the principles of dignity and worth of all members of the school community.
- ✓ A challenging curriculum with flexibility to meet the needs of each student.
- ✓ Secure mastery of basic skills, taught not only in isolation but also in integration with one another.
- ✓ Stress placed on independent thinking, and judgment balanced by receptivity to others and their ideas.
- ✓ An intention to nurture well-rounded, curious, self-respecting and friendly children.

EDUCATION PLAN: As a learning community we embrace standards-based curriculum and instruction in an equity driven system which includes:

Maintaining a consistent focus on improving instruction

- All students being held to the rigorous academic standards required by the California Department of Education.
- All students having access to the core standards-based curriculum.
- All students having access to highly-qualified teachers and administrators.
- Instructional resources that support state content standards and are culturally, linguistically, and developmentally appropriate.

Building a staff committed to the school change process

- All staff is supportive of the vision and mission of our school
- All staff displays this mindset by caring about students; building pride in the school, other staff, and oneself; and demonstrates a willingness to do the necessary planning and data analysis to get to actions that will meet our goals

and raise student achievement.

An Instructional Leader Experienced in School Change Strategies

- A leader that clearly communicates expectations and strategies to the staff through inspiration, encouragement, and connections between the school and the community.
- A leader who shares responsibilities, takes risks, and implements new practices.
- A leader who continually monitors progress, provides feedback, and makes adjustments to instruction to improve student achievement through a collaborative process.
- A leader who is accessible to all staff, parents, and the community.

Included in our **Educational Plan** is the District’s “*English Mastery/Closing the Achievement Gap – CRRE Quality Indicators: Guide to Culturally Relevant and Responsive Education*” as a common thread in the instruction of our students.

The New Elementary School believes that student progress in meeting standards should be determined through multiple measures that are valid, reliable, and fair.

- Regular and accurate assessment of student progress in mastering grade level standards.
- Multiple and varied opportunities for students to demonstrate what they have learned and are able to do in their primary language and English, as well as in other modalities such as American Sign Language.
- Assessments that does not result in negative educational consequences for students.
- Assessment data that is used to support decisions about instruction. (qualitative and quantitative)
- Assessments that meet the legal accommodations for testing students with special needs including English Language Learners.

Professional Development is essential for ensuring educational

	<p>equity and achievement.</p> <ul style="list-style-type: none"> • Research-based guidelines will shape all professional development. • Specific data about student progress will drive the direction of the professional development. • Professional learning will focus on materials and strategies designed to close the teaching- learning gap.
	<p>WHAT WE KNOW: The feeder schools for New Elementary school are <u>Grafts ES / Union ES</u> with median scores of <u>655, 740</u> on the API. In order to increase this score, we believe that by utilizing the researched based information provided by the US Department of Education with regard to building successful elementary schools, information from the highly regarded Coalition of Essential Schools, other research and the knowledge and input from the entire community, we will be well on our way to building a new successful school for our elementary students.</p>