FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION	
Name of Applicant Team (*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*): 107th Street Elementary Reuben Rios, Principal	
Address: 147 East 107th Street Los Angeles, CA 90003	**Phone Number:** 323-756-8137
Website (*if applicable*)	**Email Address:** rrios@lausd.net

School site for which your team is submitting a Letter of Intent:	107th Street Elementary/Magnet School
Grade configuration of your school:	Pre-K-5
School model for which you are applying:	X Traditional ☐ Pilot ☐ ESBMM ☐ Network Partner ☐ Affiliated Charter ☐ Independent Charter
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1. No 2. 3.
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. August 14, 2012-June 4, 2013 2. December 17, 2012-January 6, 2013 3. March 25, 2013- March 29, 2013

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Reuben Rios	*Reuben Rios*	323-756-8137	rrios@lausd.net	107th Street E/MS
2. Lisa Porter	*Lisa Porter*	424-263-1854	goodnamesallgone@msn.com	107th Street E/MS
3. Michael Messina	*signature*	562-961-9285	Messina3rd@aol.com	107th Street E/MS

4. Haniyyah El Amin Jones	*Haniyyah El Amin Jones*	323-292-0751	flohanjon@sbcglobal.net	107th Street E/MS
5. Dora Martinez	*signature*	714-463-4395	Dora.martinez@lausd.net	107th Street E/MS
6. LaShawn Broady	*signature*	323-334-8321	Ldb9043@lausd.net	107th Street E/MS
7. Saira Martinez	*signature*	323-353-7039	zaimtz@aol.com	107th Street E/MS
8. Maritza Martinez	*signature*	323-646-0429	zelimtz@aol.com	107th Street E/MS
9. Susana Acosta	*signature*	310-864-6301	Sacosta002@ca.rr.com	107th Street E/MS
10. Mary Davis	*Mary Davis*	323-879-1592	Crosstow44@yahoo.com	107th Street E/MS Parent
11. Edward Madison	*Edward Madison*	323-245-4029	edwardmadisonten@gmail.com	107th Street E/MS Parent
12. Roxanne Miranda	*signature*	310-488-7322	Roxanne.miranda@lausd.net	107th Street E/MS
13. Scott Kossak	*Scott KK*	310-483-6085	Sik3097@lausd.net	107th Street E/MS
12. Dr. Barbara Lake	*Barbara C Lake*	310-403-5524	Barbara.lake@lausd.net	LASDI
13. Dr. Rosalinda Lugo	*Rosalinda Lugo*	626-487-4149	Rlugo6@lausd.net	LD7

(Please add lines and pages as necessary)

PSC 3.0
Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	107th Street Elementary
Name of Team Representative	Reuben Rios, Principal
Signature of Team Representative	*Reuben M. Rios*

Design Team Member Name	Signature
1. Reuben Rios	*Reuben M. Rios*
2. Lisa Porter	*Lisa Porter*
3. Michael Messina	*[signature]*
4. Haniyyah El Amin Jones	*[signature]*
5. Dora Martinez	*[signature]*
6. LaShawn Broady	*L Broady*
7. Saira Martinez	*[signature]*
8. Maritza Martinez	*Maritza A. Martinez*
9. Susana Acosta	*[signature]*
10. Mary Davis	*Mary Davis*
11. Edward Madison	*Edward Madison*
12. Roxanne Miranda	*[signature]*
13. Scott Kossak	*Scott Kossak*
12. Dr. Barbara Lake	*Barbara C Lake*
13. Dr. Rosalinda Lugo	*Rosalinda L*

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

[1] 107th Street School

	Size	Ethnicity				Other Groups			API		CST Proficiency														Others				
[2] Applicant Team Name	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009
Charter School/Network Partner																													
107th Street	988	28%	71%			94%	46%	94%	628	50	24%	4%	31%	-2%	390%	200%	##	##	24%	31%	24%	34%	24%	22%	1110%	15%			
School 2																													
Local District X																													
Elementary, Middle, or High Schools																													
School-wide Teams																													
School name																													
Internal Teacher Team (Optional)																													

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strenghts of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past preformance remains a critical component in the application evaluation process.

1. Name of PSC School: Enter the name of the school for which you are applying.
2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.
-*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.
-*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.
-*School Teams.* Applicant teams that involve the entire school should provide school-level data.
-*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

3. Demographic Data: In cases where data are not available, please note with an asterisk (*) in the box.
4. Performance Data: In cases where data are not available, please note with an asterisk (*) in the box.

Public School Choice 2.0
Performance Plan

PSC School Site: <u>CRHS#13</u>

Design Team Name: <u>Alliance Technology and Math Science High School (ATAMS HS)</u>

	Indicators	Baseline (09-10)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
CST ELA					
1	% of all students scoring FBB/BB	29%	26%	SDAIE strategies, differentiated instruction through technology, ELA support plan, after school and Saturday tutorials, standards-based grading, diagnostics, modeling standard English, building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations, training teachers in recognizing non-standard English language interference with learning, establishing culture of appreciation of home language usage, culture recognition in the world of work and education, Personalized Learning Plan (PLP), parents will be notified within the first week, Student Success Team (SST) and action plan, 1:1 classroom instruction, individually tailored computer adapted learning program, remediation program to accelerate learning, small group instruction, classroom inclusion model, pull out model, extended learning time, modifications and accommodations specified in IEP, resource center, Response to Intervention, students with special needs requiring Alternative Standards will participate in general education to the full extent of their abilities and will have moderate/sever special education teacher to use alternative Standards to create courses and curriculum	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	English Learners	79.32%	72%	Structured English learning curriculum, SDAIE strategies, increased time for learning, high quality instructional program, textbook adapted ancillaries for English learners, teacher with CLAD/BLAD, teacher workshops for EL instruction, instructional aides, sheltered EL courses for content area classes especially designed for EL, bilingual aides and coaches, preview/teach/review strategies, tutorials coordinated with regular classroom teacher and structured for EL support	CELDT, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CELDT reclassification, CST
	Special Education	74.84%	72%	Classroom inclusion model, pull out model, extended learning time, modifications and accommodations specified in IEP, resource center, Response to Intervention, students with special needs requiring Alternative Standards will participate in general education to the full extent of their abilities and will have moderate/sever special education teacher to use alternative Standards to create courses and curriculum	IEP annual meetings, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST, CAPA, CMA
	African American	23.53%	11%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation,

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				adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Latino	31.33%	28%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	White	22.58%	15%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Asian	11.68%	7%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Economically Disadvantaged	na	28%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
2	% of all students scoring Proficient or Advanced	38.26%	45%	Inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	English Learners	1.27%	6%	Structured English learning curriculum, increased time for learning, high quality instructional program, textbook adapted ancillaries for English learners, teacher with CLAD/BLAD, teacher workshops for EL instruction, instructional aides, sheltered EL courses for content area classes especially designed for EL, bilingual aides and coaches, preview/teach/review strategies, tutorials coordinated with regular classroom teacher and structured for EL support	CELDT, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CELDT reclassification,

					CELDT, CST
	Special Education	4.52%	7%	Classroom inclusion model, pull out model, extended learning time, modifications and accommodations specified in IEP, resource center, Response to Intervention, students with special needs requiring Alternative Standards will participate in general education to the full extent of their abilities and will have moderate/sever special education teacher to use alternative Standards to create courses and curriculum	IEP annual meetings, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST, CMA, CAPA
	African American			Inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Latino	33.84%	37%	Inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	White	51.61%	61%	Inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Asian	71.53%	75%	Inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports CST
	Economically Disadv.	na	37%	Inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
CST MATH					
3	% of all students scoring FBB/BB	47.2%	42%	SDAIE strategies, differentiated instruction through technology, ELA support plan, after school and	Interim benchmark assessments (3 times a year), formal and informal

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			Saturday tutorials, standards-based grading, diagnostics, modeling standard English, building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations, training teachers in recognizing non-standard English language interference with learning, establishing culture of appreciation of home language usage, culture recognition in the world of work and education, Personalized Learning Plan (PLP), parents will be notified within the first week, Student Success Team (SST) and action plan, one-on-one classroom instruction, individually tailored computer adapted learning program, remediation program to accelerate learning, small group instruction, classroom inclusion model, pull out model, extended learning time, modifications and accommodations specified in IEP, resource center, Response to Intervention, students with special needs requiring Alternative Standards will participate in general education to the full extent of their abilities and will have moderate/sever special education teacher to use alternative Standards to create courses and curriculum	assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
English Learners	85.36%	78%	Structured English learning curriculum, increased time for learning, high quality instructional program, textbook adapted ancillaries for English learners, teacher with CLAD/BLAD, teacher workshops for EL instruction, instructional aides, sheltered EL courses for content area classes especially designed for EL, bilingual aides and coaches, preview/teach/review strategies, tutorials coordinated with regular classroom teacher and structured for EL support	CELDT, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CELDT reclassification, CST
Special Education	82.69%	78%	Classroom inclusion model, pull out model, extended learning time, modifications and accommodations specified in IEP, resource center, Response to Intervention, students with special needs requiring Alternative Standards will participate in general education to the full extent of their abilities and will have moderate/sever special education teacher to use alternative Standards to create courses and curriculum	IEP annual meetings, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST, CAPA, CMA
African American	50%	42%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
Latino	49.73%	46%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations,

				learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	White	40%	36%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Asian	26.81%	23%	Mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Economically Disadv.	na	46%	mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
4	% of all students scoring Proficient or Advanced	25.63%	29%	inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	English Learners	4.6%	7%	structured English learning curriculum, increased time for learning, high quality instructional program, textbook adapted ancillaries for English learners, teacher with CLAD/BLAD, teacher workshops for EL instruction, instructional aides, sheltered EL courses for content area classes especially designed for EL, bilingual aides and coaches, preview/teach/review strategies, tutorials coordinated with regular classroom teacher and structured for EL support, extra lab for science and have more opportunities to practice math applications and project-based learning	CELDT, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CELDT reclassification, CELDT, CST
	Special Education	4.49%	7%	classroom inclusion model, pull out model, extended learning time, modifications and accommodations specified in IEP, resource center, Response to Intervention, students with special needs requiring Alternative Standards will participate in general education to the full extent of their abilities and will have moderate/sever special education teacher to use alternative Standards to create courses and	IEP annual meetings, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment

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				curriculum	reports, CST, CMA, CAPA
	African American	18.75%	25%	mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Latino	22.84%	27%	mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	White	36.67%	42%	mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
	Asian	50.72%	54%	mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports CST
	Economically Disadv.	NA	25%	mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, Response to Intervention, preview-review strategies, graphic organizers, Thinking Maps	Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports, CST
RETENTION RATE					
5	# First Time 9th Graders	NA	150	informational meetings, Open Houses, applications at local public and private schools, community organizations, and churches, parent involvement	student enrollment, CBEDS count
6	% Retained 9th Graders	60.33%	0%	online access to grades, 5-week progress reports, Advisory, Personalized Learning Plans, differentiated learning through technology, after school and Saturday tutorials, Response to Intervention, formal and informal assessments, parent involvement	student enrollment, course credits, Master Schedule
ENGLISH LEARNERS (EL)					
7	Reclassification	12.98	0%	Reclassification ends in February. Students would not have 2 semesters of English grades to meet	R-30 report, CBEDS reclassification letters, report cards, CST ELA scores,

	Rate	%			Alliance reclassification criteria. Project 16% reclassification Year 2. Strategies for success: increased time for learning, high quality instructional program, textbook adapted ancillaries for English learners, teacher with CLAD/BLAD, SDAIE strategies, preview/teach/review strategies, tutorials coordinated with regular classroom teacher and structured for EL support	CELDT
8	% EL Students Scoring Proficient on CELDT	23.18 %	30%	structured English learning curriculum, increased time for learning, high quality instructional program, textbook adapted ancillaries for English learners, teacher with CLAD/BLAD, teacher workshops for EL instruction, instructional aides, sheltered EL courses for content area classes especially designed for EL, bilingual aides and coaches, preview/teach/review strategies, tutorials coordinated with regular classroom teacher and structured for EL support	standards-based instruction, English Learners standards, CELDT, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports
GRADUATION (high schools only)					
9	Four Year Cohort Grad Rate	59%	NA (but 100% move to next grade level)	This target will not apply until Class of 2015 (incoming grade 9 students) become seniors. Actions to maintain student enrollment and being on track for graduation include: inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching, Advisory, annual meetings with counselor to discuss progress, Student Success Teams (SST), 5-week progress reports	graduation ceremony, annual cohort retention report, report cards
10	CAHSEE Pass Rate (10th grade)	67%	73%	inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	CAHSEE, computer adapted assessment reports
11	% Students In A-G Courses Receiving Grade of C or Higher	33%	80%	Master Schedule, inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching, 5-week progress reports, online gradebook	graduation requirements tracker, Master Schedule, report cards, progress reports, Interim benchmark assessments (3 times a year), formal and informal assessments, teacher observation, grades, exit slips, classroom discussions, classroom presentations, reports, electronic portfolios, projects, essays, laboratory projects, computer adapted assessment reports
12	% Graduates	26.33	NA	Target difficult to reach 100% until Class of 2015 and	graduation ceremony, graduation

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	Meeting A-G Requirements	%	(no seniors)	do not know credit hours or A-G enrollment from previous schools. Master Schedule, graduation requirement tracker, Advisory, counselor meetings, Student Study Team, inquiry-based learning, integrated curriculum, mastery learning, standards-based instruction, Personalized Learning Plans, differentiated learning through technology, individually tailored computer adapted learning program, small group instruction, after school and Saturday tutorials, project-based learning, preview-review strategies, graphic organizers, Thinking Maps, reciprocal teaching	requirements tracker, Master Schedule, report cards, progress reports
CULTURE/CLIMATE & MISSION-SPECIFIC					
13	Attendance Rate for Students	94.85%	95%	phone calls to parent/guardian within 2 hours of school day of absence, Advisory, Student Success Team, counselor, Free Dress for perfect attendance, 5-week progress reports	weekly and monthly attendance reports, progress reports, report cards
14	Attendance Rate for Certificated Staff	94.1%	95%	administrator-staff discussions, tracking of attendance, recognition for attendance	monthly attendance reports
15	Attendance Rate for Classified Staff	94.1%	95%	administrator-staff discussions, tracking of attendance, recognition for attendance	monthly attendance reports
16	Number of Suspensions	278	100	Advisory, Student Success Teams, parent conferences, Honor Code, Character Counts	weekly and monthly attendance reports, LAUSD Suspension/Expulsion Report,
17	Parents will volunteer at least 20 hours annually.	NA	80%	Monthly parent hour updates, Parent Workshops, sign-in sheets,	Volunteer hour tracker
18	Graduates accepted and enroll in post-secondary institutions	NA	80%	Advisory, college counselor, college application workshops, FAFSA workshops, college information sessions, SAT and ACT enrollment	Naviance reports, Connect EDU reports, college acceptance letters, Cal-PASS, quarterly data reports, graduation requirement tracker
19	Highly effective teachers based on TCRP requirements will be teaching in every classroom.	NA	70%	professional development for teachers and administrators, data-driven instructional goals, grade level team meetings for sharing of best practices, collegial collaborations	formal teacher observations, informal classroom observations, calibrated observers, classroom observation rubric, increased student achievement goals, stakeholder surveys, 360 feedback survey, professional development self-selected goals

Public School Choice 2.0
Performance Plan

_____   _____
Design Team Name   **Date**

_____   _____
Applicant Team Representative Signature   **Local District Superintendent Signature**

Attachment 4

School Calendar

107th Street Elementary will use LAUSD 2012-2013 Early Instructional Calendar

	GRADE LEVEL PLANNING **FULL DAYS**	**8:00 AM - 2:30 PM**
August 7	PLC/Grade Level Planning Day 1: Team Building/RtI²	SRLDP-5th
August 8	PLC/Grade Level Planning Day 2: CA Treasures Unit 1	SRLDP-5th
August 9	PLC/Grade Level Planning Day 3: Envision Math Quarter 1 /NBCT Approach Orientation	SRLDP-5th
August 12	PLC/Grade Level Planning Day 4: Classroom Management and Arts Enrichment	SRLDP-5th
August 13 Pupil Free Day	PLC/Grade Level Planning Day 5: PLC training and Arts Enrichment	SRLDP-5th
September 21-28	PLC/Grade Level Planning Day 6: California Treasures Unit 2	K-5th
February 25-March 1	PLC/Grade Level Planning Day 7: CST Strategies	2nd –5th
	GRADE LEVEL PLANNING **MINIMUM DAYS**	**1:00 PM - 2:15 PM**
August 14	PLC/Grade Level Planning: CA Treasures Unit 1	K-5th
August 15	PLC/Grade Level Planning: CA Treasures Unit 1	K-5th
August 16	PLC/Grade Level Planning: CA Treasures Unit 1	K-5th
June 3	New PLC/Grade Level Planning for 2012-2013	K-5th
June 4	New PLC/Grade Level Planning for 2012-2013	K-5th
	"DATA DIALOGUE DAYS" **ONE DAY A MONTH** Dates to be aligned with district assessment calendar	
August	Data Dialogue Day # 1 Universal Screenings and CST	K-5th
September	Data Dialogue Day # 2 Benchmark Progress Monitoring	K-5th
October	Data Dialogue Day # 3 Math Quarter 1	K-5th
November	Data Dialogue Day # 4 ELA Quarter 1	K-5th
December	Data Dialogue Day # 5 Benchmark Progress Monitoring	K-5th
January	Data Dialogue Day # 6 Math Quarter 2	K-5th
February	Data Dialogue Day # 7 ELA Quarter 2	K-5th
March	Data Dialogue Day # 8 Benchmark Progress Monitoring	K-5th
April	Data Dialogue Day # 9 Benchmark Progress Monitoring	K-5th
	ANALYZING DATA & SETTING **CLASSROOM SAFE HARBOR AND API GOALS**	**BY APPOINTMENT**
August 20-24	Data Analysis and Review Team (DART) Meetings	2nd – 5th
January 7-11	Data Analysis and Review Team (DART) Meetings	2nd – 5th
November 13	Grade Level Vertical Articulation #1: Math	SRLDP-5th
January 22	Grade Level Vertical Articulation #2: ELA	SRLDP-5th
March 26	Grade Level Vertical Articulation #3: Writing	SRLDP-5th
	BENCHMARK ASSESSMENTS AND **PROGRESS MONITORING** Psychomotor	**8:30 AM – 9:30 AM** **1:00 PM – 2:00 PM**
November 7	ELD Portfolio Monitoring/1st Reporting Period-	K and 1st
November 8	ELD Portfolio Monitoring/1st Reporting Period-	2nd and 3rd
November 9	ELD Portfolio Monitoring/1st Reporting Period-	4th and 5th

TBD	1st Parent-Teacher Conference-Grade sheets due	K-5th
February 20	ELD Portfolio Monitoring/2nd Reporting Period-	K and 1st
February 21	ELD Portfolio Monitoring/2nd Reporting Period-	2nd and 3rd
February 22	ELD Portfolio Monitoring/2nd Reporting Period-	4th and 5th
TBD	2nd Parent-Teacher Conference-Grade sheets due	K-5th
May 15	ELD Portfolio Monitoring/3rd Reporting Period-	K and 1st
May 16	ELD Portfolio Monitoring/3rd Reporting Period-	2nd and 3rd
May 17	ELD Portfolio Monitoring 3rd Reporting Period-	4th and 5th
TBD	3rd Progress Report Issued-Grade sheets due June 15	K-5th
Banked Tuesday **PLCs and Faculty Meetings** Dates to be aligned with district calendar		**1:30 PM - 2:30 PM** **2:30 PM - 3:30 PM**
TBD	PLC: NBCT Approach overview	K-5th
TBD	PLC & Faculty Mug: RtI²-Quality first teaching	K-5th
TBD	PLC: NBCT Approach core propositions	K-5th
TBD	PLC: Peer Coaching Model	K-5th
TBD	PLC: Arts Discipline Planning	K-5th
TBD	PLC: RtI²-Data Analysis & Progress Monitoring	K-5th
TBD	PLC & Faculty Mug: Depth and Complexity Training	K-5th
TBD	PLC: ELA reading comprehension	K-5th
TBD	PLC: Math problem solving strategies	K-5th
TBD	PLC: Science Investigations	K-5th
TBD	PLC & Faculty Mug: Access to Core	K-5th
TBD	PLC: SWPBS	K-5th
TBD	PLC: NBCT Approach Video Taping of Lesson	K-5th
TBD	PLC: NBCT Approach Video analysis	K-5th
TBD	PLC & Faculty Mug: CST power standards mapping	K-5th
TBD	PLC: Arts Discipline Planning	K-5th
TBD	PLC: CRRE	K-5th
TBD	PLC & Faculty Meeting: Depth and Complexity	K-5th
TBD	PLC: ELA reading comprehension Reflection	K-5th
TBD	PLC: Math problem solving strategies	K-5th
TBD	PLC: Science Investigations	K-5th
TBD	PLC: RtI²-Tiered Interventions-Problem Solving	K-5th
TBD	PLC & Faculty Mtg: Inter-rater Reliability Training	K-5th
TBD	PLC: NBCT Approach Video Taping of Lesson	K-5th
TBD	PLC: NBCT Approach Video analysis	K-5th
TBD	PLC: Peer Coaching Model	K-5th
TBD	PLC: Arts Discipline Planning	K-5th
TBD	PLC: CRRE	K-5th
TBD	PLC & Faculty Meeting: Depth and Complexity	K-5th
TBD	PLC: ELA reading comprehension	K-5th
TBD	PLC: Math problem solving strategies	K-5th
TBD	PLC: Science Investigations	K-5th
TBD	PLC: RtI²- Tiered Interventions-Problem Solving	K-5th
TBD	Faculty Mug: PLCs Reflection/Evaluations	K-5th
TBD	PLC: Peer Coaching Model Evaluations	K-5th

Waiver Identification Form

School Site: 107th Street Elementary/Magnet School

Proposed School/Design Team Name: Local District 7 and United Teachers of Los Angeles

Proposed Governance Model (mark all that apply):

☒Traditional ☐ Local Initiative School ☐ Expanded School Based Management
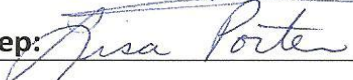
☐ Pilot ☐ Network Partner

Waiver Request:

x Methods of improving pedagogy

x Assessments

x Internal organization (e.g., SLCs)

   Budgeting control

   Teacher assignments*

x Discipline & codes of conduct

x Health and safety
teachers

x Curriculum

x Scheduling

x Professional development

x Mutual consent requirement for employees

x Staff appointments (e.g., department chairs)*

x Other:

- Waiver #11: Local process/method of selecting

   as grade level chairs, coordinators, instructional coaches and other out of classroom certificated staff.

- Waiver #15: We would like to reserve the right to explore the possibilities of adding waivers in the future.

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rational for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: _Reuben M Rios_   **Reuben Rios**   **Date:** _February 6, 2012_

UTLA Chapter Chair/Rep: _Lisa Porter_   **Lisa Porter**   **Date:** _2-6-12_

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM
Waiver # 11 Local Process/Methods for Selecting Teachers As Grade Level Chairs, Coordinators, and Instructional Coaches

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012
School/Office: 107th Street Elementary/Magnet School   **Local District/Division:** LD7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Article IX -A Section 3.0, 5.0, 5.1, and 6.0

Waiver Description: (Describe the actions that require a waiver)
A Staff Selection Committee will be established in order to select non-register carrying certificated support staff based on locally created criteria.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)
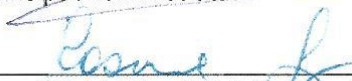
107th Street Elementary/Magnet will form a Staff Selection Committee to select coordinators and out-of-classroom staff from the most qualified candidates after a district-wide search. This waiver is needed in order to have out-of-classroom personnel selected based on their unique abilities, qualification and the needs of the students. The school would like to establish a method by which out-of-classroom personnel are placed in specific positions based on their training and background. The committee will be comprised of campus shareholders (for example- 2 certificated, 2 classified, and the administrator) each member will have an equal percentage in the decision making process, majority rules.

Requesting Administrator's Approval:

_____   02/06/12
Principal/Administrator   Date

_____   2/6/12
Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
                                          333 S. Beaudry Avenue, 14th Floor
                                          Los Angeles, CA 90017
                                          Fax: 213-241-8405

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM
Waiver #15

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012
School/Office: 107th Street Elementary/Magnet School   **Local District/Division:** LD7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver)
107th Street School Plan as a living document with the ability to request future waivers as needed.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

107th Street Elementary/Magnet School would like to reserve the right to explore the possibilities of adding waivers in the future.

Requesting Administrator's Approval:

_____   02/06/12
Principal/Administrator   Date

_____   2/6/12
Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056