



La Salle Avenue Elementary School Public School Choice 3.0



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

Appendix A

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): Local District 8 Applicant Team (Principal Jacob Smith)				
Address: 1208 Magnolia Avenue Gardena, Ca. 90247	Phone Number: 310-354-3488			
Website (if applicable) Not Applicable	Email Address:			
School site for which your team is submitting a Letter of Intent: La Salle Elementary School				
Grade configuration of your school: Pre-Kindergarten-5 th grade				
School model for which you are applying: Expanded School-Based Management Model.	<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> 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. N/A 3. N/A			
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. Traditional First date: 8/14/2012 Last date: June 4, 2013 2. TBD 3. TBD			
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Wendy Stern		323-759-1161	W152654@lausd.net	La Salle Teacher
2. Theresa Allen		323-759-1161	Theresa.Allen@lausd.net	La Salle Teacher
3. Jonnell Buggs		323-759-1161		La Salle Teacher



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4.	Theresa Kolleux	Theresa Kolleux	(310) 836-5853	thkharley1d@att.net	La Salle Teacher
5.	Jacob L. Smith	Jacob L. Smith	(323) 759-7161	jls4388@landnet	La Salle
6.	Christine Cassidy	Christine Cassidy	310 254-3410	ccassidy@landnet	La Salle
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Appendix A

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	La Salle Elementary
Name of Team Representative	Theresa Allen
Signature of Team Representative	Theresa Allen

Design Team Member Name	Signature
Andrea R. Wright	Andrea R. Wright
Wendy Stern	Wendy Stern
Yvonne O. Buggs	Yvonne O. Buggs
Theresa Allen	Theresa Allen
Theresa Kollwe	Theresa Kollwe
Suzette Kaulukukui	Suzette Kaulukukui



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Appendix B

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

<input checked="" type="checkbox"/> Traditional	<input type="checkbox"/> Pilot	<input type="checkbox"/> Network Partner	<input type="checkbox"/> ESBMM
<input type="checkbox"/> Independent Charter	<input type="checkbox"/> Affiliated Charter		
Name of School: <u>La Salle Elementary School</u>		Name of Applicant Group/Applicant Team: <u>Local District 8</u>	
Lead Applicant <u>Chris Cassidy</u>		Title of Lead Applicant: <u>Director, Elementary School Services</u>	
Mailing Address <u>1208 Magnolia Avenue Gardena, Ca. 90247</u>			
Phone Number <u>310-354-3400</u>		Fax Number <u>310- 527-2957</u>	
Email Address <u>ccassidy@lausd.net</u>		Website (if available) <u>N/A</u>	

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements:.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b))



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(c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charter schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant: Chris Cassidy

Title of Lead Applicant: Director, Elementary School Services

Signature of Lead Applicant

Date

11/17/11

Name of Board President* _____

Signature of Board President* _____

Date _____

*The additional name and signature of the Board President is only applicable to organizations with a Board



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Appendix C

LOS ANGELES UNIFIED SCHOOL DISTRICT SERVICE PLAN FOR STUDENTS WITH DISABILITIES

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.



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Los Angeles Unified School District
La Salle Avenue Elementary School
Informational Summary

Appendix D

Mission/Vision: *La Salle Elementary School, Pre-K – 5*, is a student-centered, learning community comprised of students, parents/guardians, teachers, support staff and community partners who will enrich our global society by producing literate, critical thinking, life-long learners. We will promote the equal worth and dignity of all students and educate them to reach their maximum potential to become productive citizens in our democratic society by providing the educational foundation for all students to become college ready and career prepared.

Core Beliefs: Our students and their needs are the driving force for all decisions and behaviors at *La Salle Elementary*. Because every student is valuable and unique, we will establish a nurturing learning environment that accepts and advocates for the whole child. Upon matriculation from *La Salle Elementary*, our vision is that **all students** will be able to:

- ∞ Use conflict resolution and social skills necessary to promote peace in the school, neighborhood and global community
- ∞ Use higher order, critical thinking and problem-solving skills to respond successfully to academic, emotional and social challenges
- ∞ Develop an appreciation for cultural diversity in a climate of mutual respect and creative self-expression
- ∞ Communicate clearly and effectively through oral and written, using academic language and creative expression
- ∞ Reflect on their own learning by evaluating alternative ideas and revising and refining beliefs and knowledge based on new evidence
- ∞ Develop proficiency in core academic areas to embark on pathways to college eligibility and career readiness

Neighboring Schools

<i>School Name</i>	<i>2011-2012 API</i>
La Salle Elementary / Crescendo Charter Preparatory Central	623/795
Woodcrest Elementary	611
Manhattan Place Elementary	648
Raymond Avenue Elementary	688
95th Street Elementary	718
Park Western Elementary*	952

**Park Western will serve as a model school for student achievement.*

Designing Data-Driven and Student Centered Instructional Programs

Our attendance boundaries will include students in the Westmont, Los Angeles area currently enrolled at *La Salle* and the former *Crescendo Charter Preparatory Central School*. We believe that in order to prepare all students to thrive in elementary, secondary, college and beyond we must engage all students in an educational program that provides:

- ∞ A rigorous, differentiated, balanced, standards-based, multi-tiered approach to instruction and intervention to improve student achievement
- ∞ A healthy, positive, nurturing, safe, learning environment where adult behavior serves as an important model for our students' behavior
- ∞ An emphasis on teaching and learning social skills, character development traits and conflict resolution skills necessary to promote peace in the school, neighborhood and global community



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- ∞ Opportunities for problem solving, evaluation, and higher level critical thinking skills for all learners through technology and interactive learning
- ∞ An appreciation for cultural diversity and a climate of mutual respect, creative self-expression and a love for life-long learning.
- ∞ Frequent opportunities to monitor student progress and achievement to inform instruction and motivate students and staff through data analysis
- ∞ An emphasis on maximizing the impact of core instruction and standards-alignment for all students through “good first teaching”
- ∞ An emphasis on Multiple Intelligences pedagogy to address our students’ varied learning styles and unique strengths.

Instructional Program:

CST Trends in ELA and Math: Percentage Proficient and Advanced By Subgroup

Subgroup	ELA % Prof/Adv 2009	ELA % Prof/Adv 2010	ELA % Prof/Adv 2011	1 yr change	Math % Prof/Adv 2009	Math % Prof/Adv 2010	Math % Prof/Adv 2011	1 yr change
All Students	28.0	23.3	23.7	+0.4	34.3	22.6	30.2	+7.6
African-American	26.5	21.5	22.4	+0.9	30.3	18.0	25.2	+7.2
Latino/Hispanic	32.1	27.2	26.4	-0.8	43.8	33.7	38.9	+5.2
English Learners	22.7	20.0	14.3	-5.7	40.8	31.5	31.5	0.0
Students W/D	4.5	7.7	10.0	+2.3	4.7	15.4	10.3	-5.1
Socio-Eco Disadv.	27.2	23.1	23.7	+0.6	34.5	23.0	30.2	+7.2

2010-2011 CST results in ELA for *La Salle* students indicate 23.7% of all students tested scored in the proficient and advanced range. Mathematics results indicate 30.2% of all students scored in the proficient and advanced range. While the percentage of students scoring in the FBB/BB range in math decreased by 4.5%, the percentage of students scoring in the FBB/BB range in ELA decreased by 7.6%. The 2010-2011 Academic Performance Index (API) of 623 indicates a school-wide increase of 1 point for *La Salle Elementary* after sustaining a 31-point loss for the 2009-2010 API. Although *La Salle Elementary* experienced a student transience rate of 36% in 2010-2011, a 13.3% reclassification rate occurred for all English Learners and the overall student attendance rate increased by 1.6%, which was the second highest increase for all Local District 8 elementary schools. These areas of strength indicate an opportunity for establishing a foundation of growth for in all areas.

We will set goals for improved student outcomes on standards based tests.

- ∞ All curricula will be aligned to the California State Standards and once adopted, to the Common Core Standards
- ∞ The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of prior proficiency level or demographics.
- ∞ Instruction will be guided and modified in relation to measurable goals set by nationally accepted grade level benchmarks as established by the Common Core Standards.
- ∞ Prioritize meeting and exceeding State and Federal accountability targets.
- ∞ Instruction will be data-driven using information gathered from reading, writing and mathematics assessments, both formative and summative. These assessments will be used to differentiate and modify instruction, monitor student progress, and determine the effectiveness of the instructional program.

We will exemplify a shared school mission aimed at preparing students academically for the future.

- ∞ Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California Standards Test (CST) and the new national K-12 Core Standards.
- ∞ Instruction will foster grade-level reading with engagement and skill. Students will be



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writing in the three common core areas, narrative, argument and expository. Mathematics will be designed with a heavy emphasis on number sense, fractions, and decimals. Multiplication, division and basic facts will promote Algebra preparedness.

- ∞ Instruction will be guided by student strengths and weaknesses thereby meeting their learning needs and measuring the effectiveness of the instructional program.

We will deliver explicit and coherent implementation of standards-based curricula and instructional practices.

- ∞ Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on English Language Development (ELD) standards.
- ∞ Instruction will emphasize and prioritize key standards in each grade and core subject; teachers will regularly collaborate around “breaking down” standards to identify prerequisite skills and ways to address them.
- ∞ Teachers will regularly collaborate on common benchmarks and formative assessments to design and modify targeted instruction.

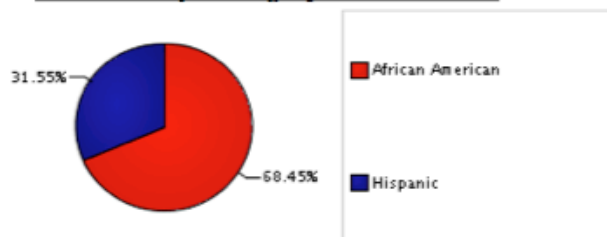
We will be held accountable for demonstrating high levels of expertise and competence in terms of:

- ∞ Knowing state standards and mapping curriculum standards to specific instructional practices/strategies.
- ∞ Using student assessment data to improve teaching and learning.
- ∞ Adapting curriculum and instruction to meet the learning needs of English Language Learners (ELL) and Standard English Learners (SEL)
- ∞ Understanding early child development and the ability to make personal connections with students and their families.
- ∞ Working collaboratively with peers in a professional, instructionally-focused manner that puts student needs first.

To address the needs of identified gifted/talented learners and students scoring at the advanced level on the CST, *La Salle* will initiate the *Center for Enriched Studies* for grades 2-5. Teachers and administrators must participate in ongoing professional development. Teachers will need to complete a total of 16 hours of professional development per school year to include certification programs, workshops and field work experiences. (Salary-point credit may be available for designated workshop hours and for local district approved field work activities conducted during non-school hours). Administrators will need to complete eight hours of workshop training sessions over an initial two-year period.

School Climate and Culture

Student Body Demographics: 2010-2011



La Salle Elementary serves a multi-cultural, pre-kindergarten through fifth grade, student population of approximately 560 in the Westmont community of Los Angeles (LA) in Local District 8 (LD8). Our South LA neighborhood is an urban area with over 56,000 residents. The median income of our residents is approximately 50% that of the state of CA, and 54.9% have a high school education or higher. Based on the 2010-2011 California Basic Educational Data Survey (CBEDS), student body demographics are approximately 69% African-American, 31% Hispanic. The culture and climate of our school promote a strong belief that all students can



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succeed in a positive and academically rigorous learning environment. All stakeholders will ensure that students display behavior being “safe, respectful, and responsible.” As a learning community we will promote academic excellence by maximizing instructional time, student engagement, and parent collaboration. These high expectations that we have set will empower our students to actively participate in educational opportunities presented to them. Students will work towards meeting and exceeding common core standards. To maintain the school culture we will; a) implement a school-wide behavior plan to promote positive behavior that demonstrates our mission of students being safe, respectful and responsible. b) on-going grade level planning to support academic engaged time. Students will be given more opportunities to work together such as peer tutoring, extended workshop, and think-pair-share.

Activities to reinforce our behavior and academic support plan are:

- ∞ Second step/Anti-bullying
- ∞ Have a Great Day Club/Community Service/Reflection Room
- ∞ Stars Bucks and Shining Star Tickets (Popcorn Parties and Weekly Raffles for Prizes)
- ∞ Academic Awards Ceremony (Incentives for High Achievements)
- ∞ Attendance Awards Ceremony (Certificates)
- ∞ Spelling, Language Arts, and Math jeopardy
- ∞ Science fair/Career Day/Read Across America
- ∞ Math/Literacy Family Night/100th Day of School
- ∞ Field trips

Parent Engagement and Involvement:

In an effort to fortify our mission for all stakeholders to collaborate in maintaining a health learning environment for all students our connection to families and community partners are guided by the District initiatives for parent/community involvement which involve:

1. Parenting: Helping all families establish home environments to support children as students.
2. Communicating: Designing effective forms of school-to-home and home-to-school communications about school programs and children’s progress.
3. Volunteering: Recruiting and organizing parent help and support.
4. Learning at Home: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making: Including parents in school decisions, developing parent leaders and representatives.

Staffing:

La Salle Elementary teachers must have a clear credential, ELD and special education certification. Teachers will possess skills that reflect best practices such as; 1) collaborative lesson planning that is both innovative and differentiated, 2) knowledge of common core standards-based instruction, 3) encouraging positive and consistent communication with parents, and 4) implementation of culturally relevant instruction. Seeking teachers that embody the requirements listed above supports the school’s, vision, mission, and instructional plan by ensuring that all educators are prepared and able to meet the individual needs of all students.



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Distrito Unificado de Los Angeles
Escuela Primaria La Salle Avenue
Resumen Informativo

Appendix D

Misión/visión: la Escuela Primaria La Salle, Pre-K-5, es una comunidad de aprendizaje con un enfoque en los alumnos, padres de familia y tutores, maestros, personal de apoyo y socios comunitarios que enriquecerán nuestra sociedad mundial al producir alumnos con habilidades literarias y de pensadores analíticos que les durará toda la vida. Al proporcionarles la fundación educativa a todos los alumnos para que salgan preparados para asistir a la universidad y preparados para una carrera, promoveremos la igualdad y la dignidad de todos los alumnos y los educaremos para que alcancen su potencial máximo para que se conviertan en ciudadanos productivos en nuestra sociedad democrática.

Creencias básicas: nuestros alumnos y sus necesidades son la fuerza motriz de todas las decisiones y comportamientos en la Escuela Primaria La Salle. Porque cada alumno es único y valioso, estableceremos un aprendizaje que acepta y defiende al niño en su totalidad. Nuestra visión es que al graduarse de La Salle, todos los alumnos serán capaces de:

- ∞ Utilizar sus habilidades de resolución de conflictos y habilidades sociales necesarias para promover la paz en la escuela, el barrio y la comunidad global.
- ∞ Utilizar niveles más altos de pensamiento analítico y habilidades para resolver problemas para responder correctamente a obstáculos académicos, problemas emocionales y sociales.
- ∞ Desarrollar una apreciación por la diversidad cultural en un clima de respeto mutuo y de libre expresión creativa.
- ∞ Usar lenguaje académico y expresión creativa para comunicarse clara y efectivamente oralmente y por escrito.
- ∞ Reflexionar sobre su propio aprendizaje al auto evaluar ideas alternativas y refinar sus creencias y conocimientos basándose en nuevas evidencias.
- ∞ Desarrollar conocimientos en áreas académicas básicas para emprender su camino a la universidad y estar listos para una carrera.

Escuelas Vecinas

Nombre de la escuela	2011-2012 API
Escuela Primaria La Salle/Preparatoria Crescendo Charter Central	623/795
Escuela Primaria Woodcrest	611
Escuela Primaria Manhattan Place	648
Escuela Primaria Raymond Avenue	688
Escuela Primaria 95 th Street	718
Escuela Primaria Park Western*	952

* Park Western nos servirá como una escuela modelo para el logro de nuestros alumnos

Diseñando programas de instrucción basados en datos académicos y enfocados en los alumnos

Nuestra área de asistencia incluirá alumnos en el barrio Westmont en el Sur de Los Angeles, actualmente inscriptos en La Salle y los ex alumnos de la Preparatoria Crescendo. Creemos que para preparar todos los alumnos para prosperar en la primaria, secundaria, universidad y más allá, debemos incluir a todos los alumnos en un programa educativo que ofrece:

- ∞ Un enfoque riguroso, diferenciado, y equilibrado basado en estándares, niveles múltiples de instrucción e intervención para mejorar los logros de los alumnos.
- ∞ Un ambiente de aprendizaje sano, positivo, enriquecedor, seguro donde el comportamiento de los adultos sirva como un modelo importante para el comportamiento de nuestros alumnos.
- ∞ Énfasis en la enseñanza y el aprendizaje de habilidades sociales, rasgos de desarrollo de carácter y habilidades de resolución de conflictos necesarios para promover la paz en la escuela, el barrio y la comunidad mundial.
- ∞ Oportunidades para resolver problemas y desarrollar habilidades de pensamiento analítico a un nivel superior para todos los alumnos a través del uso de tecnología y aprendizaje interactivo.



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- ∞ Un reconocimiento de la diversidad cultural y un clima de respeto mutuo, expresión creativa y el amor por el aprendizaje permanente.
- ∞ Oportunidades frecuentes para monitorear el progreso y aprovechamiento de los alumnos para informar y motivar a los alumnos y al personal a través del análisis de datos.
- ∞ Énfasis en maximizar el impacto de la instrucción de núcleo y alineación de normas para todos los alumnos a través de una "buena primera enseñanza "
- ∞ Énfasis en la pedagogía de las inteligencias múltiples para hacer frente a los varios estilos de aprendizaje y fortalezas únicas de nuestros alumnos.

Programa de instrucción:

Las tendencias de la CST en ELA y matemáticas: porcentaje experto y avanzado por subgrupo

Subgrupo	Lenguaje % Prof/Ad v 2009	Lenguaje % Prof/Ad v 2010	Lenguaje % Prof/Ad v 2011	cambio de 1 año	Matemáticas % Prof/Ad v 2009	Matemáticas % Prof/Ad v 2010	Matemáticas % Prof/Ad v 2011	cambio de 1 año
Todos los alumnos	28.0	23.3	23.7	+0.4	34.3	22.6	30.2	+7.6
Afroamericanos	26.5	21.5	22.4	+0.9	30.3	18.0	25.2	+7.2
Latinos/Hispanos	32.1	27.2	26.4	-0.8	43.8	33.7	38.9	+5.2
Aprendices de inglés	22.7	20.0	14.3	-5.7	40.8	31.5	31.5	0.0
Alumnos con Discapacidades	4.5	7.7	10.0	+2.3	4.7	15.4	10.3	-5.1
Desventajas socioeconómicas	27.2	23.1	23.7	+0.6	34.5	23.0	30.2	+7.2

Los resultados del 2010-2011 de las Pruebas Normas Estatales (CST, siglas en inglés) en lenguaje (ELA) indican que los alumnos de *La Salle* obtuvieron el 23.7% en el rango experto y avanzado. Los resultados de matemáticas indican que el 30.2% de todos los alumnos se encuentra en el rango de experto y avanzado. El porcentaje de alumnos en el rango de Muy Debajo de lo Básico/Debajo de Básico (FBB/BB, siglas en inglés) en matemáticas disminuyó 4.5%, y el porcentaje de alumnos en el rango de FBB/BB en ELA disminuyó en un 7.6%. El índice de rendimiento académico de 2010-2011 (API) de 623 indica un aumento de 1 punto para toda la escuela tras haber sufrido una pérdida de 31 puntos API en el 2009-2010. Aunque *La Salle* experimentó una tasa de transitoriedad estudiantil del 36% en 2010-2011, la tasa de reclasificación de Alumnos Aprendices de Inglés (ELs, siglas en inglés) llegó al 13.3% y la asistencia estudiantil aumento el 1.6%, que fue el segundo incremento más alto de todas las escuelas primarias del Distrito Local 8. Estas áreas de superación indican una oportunidad para establecer una base de crecimiento en todos los ámbitos.

Estableceremos objetivos para mejorar los resultados de los alumnos en pruebas basadas en estándares.

- ∞ Todos los planes de estudio serán alineados a las normas del Estado de California y una vez aprobados, a las Normas Básicas Comunes.
- ∞ El programa de instrucción y currículo cuenta con expectativas claras para mejorar los resultados de los alumnos independientemente del nivel de aptitud previa o demográfica.
- ∞ La instrucción será guiada y modificada en relación con objetivos medibles por indicadores de nivel de grado aceptado a nivel nacional según lo establecido por las Normas Básicas Comunes.
- ∞ Daremos prioridad a la meta de obtener y superar los objetivos de rendimiento de cuentas/normas estatales y federales.
- ∞ La instrucción se basará en el análisis de datos de rendimiento académico recopilados sobre la lectura, escritura y evaluaciones de matemáticas tanto formativas como sumativas. Estas evaluaciones se utilizarán para diferenciar y modificar la instrucción, monitorear el progreso de los alumnos y determinar la eficacia del programa de instrucción.



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Ejemplificaremos una misión compartida para la escuela destinada a preparar a los alumnos académicamente para el futuro.

- ∞ El plan de estudios e instrucción serán diseñados para proporcionar habilidades académicas básicas, incluyendo el dominio de normas examinadas en el CST y las nuevas Normas Nacionales de Core K-12.
- ∞ La instrucción fomentará la lectura a nivel de grado. Los alumnos escribirán en las tres áreas básicas comunes: narrativa, argumentativa y expositiva. El plan de instrucción en matemáticas será diseñado con un énfasis en los números decimales, fracciones y sentido. La multiplicación, división y conocimientos básicos promoverán la preparación para álgebra.
- ∞ La instrucción se basará en desarrollar las fortalezas y mejorar debilidades de los alumnos para con ello satisfacer sus necesidades de aprendizaje y medir la eficacia del programa de instrucción.

Mantendremos la aplicación coherente y explícita de los planes de estudios basados en normas y prácticas de instrucción.

- ∞ La instrucción estará estrechamente guiada por normas académicas del Estado y los programas aprobados por el Estado, incluyendo un enfoque sobre las Normas de Desarrollo del Idioma Inglés (ELD, siglas en inglés).
- ∞ La instrucción destacará y dará prioridad a las normas claves en cada tema básico; los maestros colaborarán regularmente alrededor de "desguazar" las normas académicas para identificar los conocimientos previos y las mejores formas de abordarlos.
- ∞ Los maestros colaborarán regularmente en los puntos de referencia comunes y evaluaciones formativas para diseñar y modificar la instrucción.

Nosotros daremos cuenta y seremos responsables de demostrar altos niveles de experiencia y competencia en términos de:

- ∞ Conocer las normas del Estado y la asignación de planes de estudio, estrategias e instrucción.
- ∞ Utilizar los resultados de evaluación de los alumnos para mejorar la enseñanza y el aprendizaje.
- ∞ Adaptar el plan de estudios y la instrucción para satisfacer las necesidades de aprendizaje de los Aprendices del Idioma Inglés (ELs, siglas en inglés) y Aprendices del Idioma Inglés Estándar (SEL, siglas en inglés)
- ∞ Comprender el desarrollo infantil temprano y la habilidad de hacer conexiones personales con los alumnos y sus familias.
- ∞ Trabajar colaborativamente con nuestros compañeros en una forma profesional y enfocada en las necesidades educacionales de los alumnos.

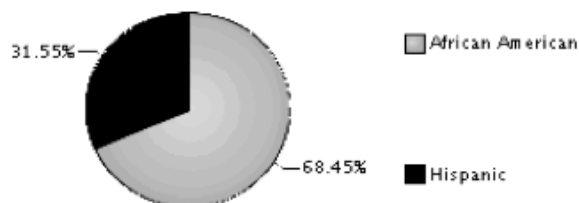
Para atender las necesidades de los alumnos que han sido identificados como dotados y talentosos y alumnos anotando a nivel avanzado en el CST, *La Salle* iniciará un *Centro para Estudios Enriquecidos* para los alumnos del 2do al 5to grado. Los maestros y administradores deben participar en el desarrollo profesional continuo. Los maestros deberán completar un total de 16 horas de desarrollo profesional por año escolar que incluya programas de certificación, experiencias de trabajo de campo y talleres. (Crédito salarial puede estar disponible por horas de talleres designados y horas de trabajo de campo aprobadas por el distrito local durante horas no escolares). Los administradores tendrán que completar ocho horas de talleres de formación durante un período inicial de dos años.

Cultura y clima escolar

Demografía de cuerpo del estudiante: 2010-2011



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La Escuela Primaria La Salle sirve a una población estudiantil multicultural, preescolar hasta quinto grado, de aproximadamente 560 alumnos en la comunidad de Westmont en el Sur de Los Angeles en el Distrito Local 8 (LD8). Nuestra comunidad es una área urbana con más de 56,000 habitantes. El ingreso promedio de nuestros residentes es aproximadamente 50% que el estado de CA, y el 54.9% tienen educación secundaria o superior. Basado en la *Encuesta de Datos Educativos Básicos de California* (CBEDS, siglas en inglés) del 2010-2011, la demografía de cuerpo estudiantil es aproximadamente 69% afroamericanos, 31% hispanos. La cultura y el clima de nuestra escuela promueve una creencia fuerte que todos los alumnos pueden tener éxito en un entorno de aprendizaje positivo y rigurosamente académico. Todas las partes interesadas se asegurarán que los alumnos demuestren un comportamiento "seguro, respetuoso y responsable". Como una comunidad de aprendizaje, vamos a promover la excelencia académica mediante la maximización de tiempo de instrucción, compromiso estudiantil y colaboración de los padres. Las altas expectativas de la tesis que hemos establecido les permitirán a nuestros alumnos participar activamente en las oportunidades educativas que se les presentarán. Los alumnos trabajarán para alcanzar y superar las normas fundamentales comunes. Para mantener la cultura escolar vamos; a) implementar un plan de comportamiento de toda la escuela para promover conductas positivas que demuestren nuestra misión que los alumnos estén seguros, sean respetuosos y responsables. b) mantener una planificación continua que apoye la dedicación que le damos al tiempo académico. Los alumnos tendrán más oportunidades para trabajar juntos en pares de tutoría, más tiempo en talleres y oportunidades para que "piensen-se junten-y compartan."

Las actividades para reforzar nuestro comportamiento y el plan de apoyo académico son:

- ∞ Segundo Paso/Anti-bullying
- ∞ Club de Tenga un Buen Día/Servicio a la Comunidad/Salón para Reflexionar
- ∞ Boletos para Stars Bucks y Shining Star (Palomitas de maíz y sorteos de premios semanales)
- ∞ Ceremonia de Premios Académicos (incentivos por altos logros)
- ∞ Entrega de Premios de Asistencia (certificados)
- ∞ Competencia de Ortografía, Literatura y Matemáticas
- ∞ Feria de Ciencias/Día de Carreras/Leer en Toda América
- ∞ Matemáticas/Noche Familiar de Alfabetización /100 Días de Escuela
- ∞ Viajes de Educativos

Compromiso y participación de padres:

En un esfuerzo por fortalecer nuestra misión para todos interesados en colaborar en el mantenimiento de un ambiente de aprendizaje saludable para todos los alumnos, nuestra conexión con las familias y socios de la comunidad se guían por las iniciativas del Distrito para la participación padres y la comunidad que implican:

1. Crianza: Ayudaremos a todas las familias a establecer entornos domésticos que apoyen a los niños como alumnos.
2. Comunicación: Diseñaremos de formas eficaces de comunicación entre la escuela y el hogar y el hogar y la escuela sobre los programas escolares y el progreso de los niños.
3. Voluntariado: Reclutamiento y organización de ayuda y apoyo técnico para padres.
4. Aprendizaje en casa: Proporcionaremos información de ideas a las familias acerca de cómo pueden ayudar a sus hijos en casa con los deberes y otras actividades relacionadas con el plan de estudios, decisiones y planificación.



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Toma de decisiones: Incluir a los padres en las decisiones de la escuela, desarrollar padres líderes y representantes.

Personal:

Los maestros de *Escuela Primaria La Salle* deben tener una certificación de credencial, ELD y educación especial. Los maestros deben poseer habilidades que reflejen las mejores prácticas de enseñanza tales como: 1) colaboración en la planificación de lecciones que sean innovadoras y diferenciadas, 2) conocimiento de instrucción basado en normas comunes, 3) promover la comunicación positiva y coherente con los padres y 4) implementación de instrucción culturalmente pertinente. El buscar maestros que cumplan los requisitos enumerados anteriormente apoya la visión y misión de la escuela y el plan de instrucción, garantizando que todos los educadores están dispuestos y capaces de satisfacer las necesidades individuales de todos los alumnos.



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Appendix E

PSC School Site: La Salle Avenue

Design Team Name: La Salle Avenue

	Indicators	Baseline (10-11)	Year 1: Goal/ Target	Year1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
1	% of all students scoring FBB/BB in ELA	43	30	-Daily Individualized instruction embedded in the student schedule for ongoing intervention. - Weekly dialogue amongst grade level colleagues through cycle of inquiry. Process will ensure strategies will align to student targeted academic need. -Strong access strategies to enable EL Learners pathways to the curriculum.	-Progress monitoring tools created by the Classroom/ Intervention teachers. -Increased Levels on Running Records Assessments. - Increased Performance on District Periodic Assessments. - Increased Lexile Levels on the SRI Inventory. -Achieving CST Target Goals.
	<i>English Learners</i>	32	22		
	<i>Special Education</i>	80	50		
	<i>African American</i>	47	35		
	<i>Latino</i>	35	25		
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	43	30		
2	% of all students scoring Prof or Adv in ELA	23.1	33	Differentiated Instruction with targeted focus on early literacy. Teams of Teachers working in PLC's to continually assess and monitor student achievement. Daily targeted student academic support. Continue to strengthen Tier 1 through first instruction that is individualized (i.e. Leveled Reading, Units of Study, and Words Their Way)	Progress monitoring tools created by the PLC District Periodic Assessments Student Achievement Grades Achieving CST Target Goals Running Records SRI Inventory
	<i>English Learners</i>	26	36		
	<i>Special Education</i>	8.7	25		
	<i>African American</i>	21.7	33		
	<i>Latino</i>	26	36		
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	23.1	33		
3	% of all students scoring FBB/BB in Math	45	35	Course embedded in the student schedule daily for intervention. Weekly Progress Monitoring of Key Standards. Students will be identified and given appropriate attention to their specific need.	Progress monitoring tools created by the intervention teachers. Achieving CST Target Goals
	<i>English Learners</i>	29	19		
	<i>Special Education</i>	70	50		
	<i>African American</i>	52	40		
	<i>Latino</i>	34	24		
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	45	35		
4	% of all students scoring Prof or Adv in Math	29.3	40	Students will know their CST scores and identify trends in their own performance over the past two years. They will set goals and monitor those goals each month.	Progress monitoring tools created by the PLC. Achieving CST Target Goals
	<i>English Learners</i>	39.4	49		
	<i>Special Education</i>	10.9	25		



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Indicators		Baseline (10-11)	Year 1: Goal/ Target	Year1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
	<i>African American</i>	24.2	35	Individual coaching by their ELA/Math teacher will also take place. Intervention/Enrichment will be given according to their individual need. Students will learn that effort leads to success.	
	<i>Latino</i>	39.6	49		
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	29.3	40		
4a	<i>% of all students scoring Below Basic/Far Below Basic 5th Grade Science</i>	41.5	31	Grade level PLC lesson study Vertical articulation in science lab Vocabulary instruction of Latin and Greek roots Strategic intervention	PLC Benchmark Assessments Periodic Assessments CSTs Grades
4b	<i>% of all students scoring Prof or Adv in 5th Grade Science</i>	22.3	33	Grade level PLC lesson study Professional Development in connecting FOSS Concepts to CST. Collaboration with middle school science teachers	PLC benchmark assessments Periodic Assessments CSTs Grades
7	Reclassification Rate %	13.3	21	Identify the cause of students not being able to reclassify. Target specific intervention in our intervention course daily and before CELDT.	Progress monitoring tools Achieving CST Target Goals
8	% EL Students Scoring Proficient on CELDT	54.2	60	Continue to monitor these students to provide immediate intervention as needed	Progress monitoring tools CSTs Periodic Assessments
13	Attendance Rate for Students	94	96	A well-developed attendance plan that includes goal setting by the students, recognition and celebration, competitions and prizes. Teaching student and staff to make attendance a habit. Parent Workshops on Attendance ACT (Abolish Chronic Truancy)	Monthly progress monitoring. Targeting students that are at risk for missing more than three days of school. (Each day is approx. 5.6%) PSA Counselor Reports Student Recovery
14	Attendance Rate for All Staff	95.2	97	Staff incentives, competitions Goal setting	Attendance Data Improved grades and CST Scores
15	Number of Suspensions	45	25	Best Behavior Support Matrix Implementation of "Be Safe, Be Responsible and Be Respectful." Administrative team and supervision staff enforcing established alternatives to suspensions. Anti-Bullying assemblies for students, parents and staff.	Achieving Year One Target Goal. Weekly analysis on online referral data (ODR). Analysis of behavior logs submitted by supervision staff and parent volunteers.



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	Indicators	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
16	School Experience Survey: % Parents Participating in school experience survey.	36.9	50	Explaining importance of parent participation in survey at CEAC/ELAC Town Hall Meetings. Communication via Connect-Ed, letters, and e-mail on completion of survey Surveys available in the parent center	Achieving Year One Target Goal.
17	School Experience Survey: % Parents who talk with their teacher about their child's education.	83.5	90	Three-way Compact Agreement. School Activities (i.e. Family Learning Nights, Drama Programs, and Recognition Events) that bring parents to the campus.	Achieving Year One Target Goal. Increased Participation Rates at school events.
18	<i>Obesity Rate</i>	TBD in first year. 35% in local schools		A World Fit for Kids P. E. Program (PE. Specialists), LAs Best Recreational Events, Jump-rope for Heart Event Awards incentives for Physical Fitness Goals.	Achieving goals after 1 st year implementation. Improved Blood Pressure Readings. Improved passage rate on the state Physical Fitness Exam.
19	% of 5 th Grade Students Proficient in Math to prepare for Algebra	31.9	41 *2012 -2013	Algebra Key Standards Review in all grade levels to prepare the current students. Mathematics Intervention Hands-On Equations Training	Achieving Year One Target Goal on CST. Weekly Basic Math Facts Skills Test. District Periodic Assessment.

	Indicators	Baseline (10-11)	Year 1: Goal/ Target	Year 2: Goal/ Target	Year 3: Goal/ Target
1	% of all students scoring FBB/BB in ELA	43	30	25	20
	<i>English Learners</i>	32	22	15	10
	<i>Special Education</i>	80	50	40	30
	<i>African American</i>	47	35	30	20
	<i>Latino</i>	35	25	20	15
	<i>White</i>				
	<i>Asian</i>				
	<i>Economically Disadv.</i>	43	30	25	20
2	% of all students scoring Prof or Adv in ELA	23.1	33	38	35
	<i>English Learners</i>	26	36	41	46
	<i>Special Education</i>	8.7	25	30	35
	<i>African American</i>	21.7	33	38	45
	<i>Latino</i>	26	36	41	46
	<i>White</i>				



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	Asian				
	Economically Disadv.	23.1	33	38	45
3	% of all students scoring FBB/BB in Math	45	35	30	20
	English Learners	29	19	14	10
	Special Education	70	50	45	30
	African American	52	40	35	25
	Latino	34	24	19	15
	White				
	Asian				
	Economically Disadv.	45	35	30	25
4	% of all students scoring Prof or Adv in Math	29.3	40	45	50
	English Learners	39.4	49	54	60
	Special Education	10.9	25	35	40
	African American	24.2	35	40	45
	Latino	39.6	49	54	59
	White				
	Asian				
	Economically Disadv.	29.3	40	45	50
4a	% of all students scoring Prof or Adv in 5 th Grade Science	22.3	33	43	50
4b	% of all students scoring FBB/BB in 5 th Grade Science	41.5	31	25	20
7	Reclassification Rate %	13.3	21	25	30
8	% EL Students Scoring Proficient on CELDT	54.2	60	65	70
13	Attendance Rate for Students	94	96	97	98
14	Attendance Rate for All Staff	95.2	97		
15	Number of Suspensions	45	25		
16	School Experience Survey: % Parents Participating	36.9	50		
17	School Experience Survey: % Parents who talk with their teacher about their child's education.	83.5	90		
18	Obesity Rate	35% in local school	30%	25%	20%
19	% of Students Proficient on Math to prepare for Algebra	31.9	41 *2012-2013	48	55

La Salle Elementary

Design Team Name

11/17/2011

Date

Clint Cassidy

Applicant Team Representative Signature

Michael R

Local District Superintendent Signature



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Appendix F

LOS ANGELES UNIFIED SCHOOL DISTRICT Public School Choice Resolution 3.0 Applicant History Data Summary Sheet

1 NAME OF PSC SCHOOL: LA SALLE AVENUE ELEMENTARY SCHOOL

		3								4		Performance											
		Demographic		Other Groups		API		CST Proficiency															
		Size	Ethnicity																				
2	Local District 8	2010-11 Enrollment	% African-American					2011 Growth	Net API Gain over 5 Years	% Proficient ELA 2011	Change from 2010	% Proficient Math 2011	Change from 2010	SWD % Proficient ELA 2011	SWD % Proficient Math 2011	EL % Proficient ELA 2011	EL % Proficient Math 2011	SED % Proficient ELA 2011	SED% Proficient Math 2011	3rd Grade Proficiency English Language Arts	% Proficient 5th grade Science	2nd Grade BB/FBB ELA	Reclassification Rate 2010-11
			% Latino							% Economically Disadvantaged	% English Learners (EL)	% Students w/Disabilities (SWD)											
			% Asian																				
			% White																				

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 strengths 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 performance 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.



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Appendix G

Professional Development Schedule/Calendar (could be done for an Appendix)

What PD goals, strategies, and topics will be prioritized in our school plan? Please complete the chart below as a sketch of a professional development schedule/calendar:

<i>Month</i>	<i>Topic of PD</i>	<i>Rationale and Purpose of PD</i>	<i>Forum (e.g., course/dept PLC, SLC, school-wide, etc.)</i>
1 (Aug)	1. On-going focus on mission and vision of La Salle Elementary School and its Public School Choice Plan.	1. Establish and maintain a positive and professional school culture. Review expectations as outlined in the Plan.	∞Grade Level/ Department Teams ∞Core Instructional Team ∞Professional Development Days
	2. Review of school goals and targeted outcomes for the 2012-2013 School Year.	2. Establish outcomes for the school year and set goals for success. Staff will analyze current school data to focus .	
	3. Grade Level Standards Review/ Curriculum Alignment. Common Core Standards Analysis.	3. Teachers will align curriculum with Standards to create appropriate instructional objectives. Teachers will analyze current standards in relation to the Common Core Standards to frame and define the level of rigor required in lessons conducted throughout the year.	
	4. Overview of Units of Study for Writing/	4. Educators will understand philosophy of the Writing System and apply the knowledge in their lesson design for writing instruction.	
	5. Leveled Reading System (Running Records)	5. The formative assessment piece in Leveled Reading will inform instruction to address current reading levels, especially for our targeted group of students scoring FBB/BB.	
	6. Safe and Civil Schools Plan	6. School-wide behavioral & motivational norms and expectations will be established for consistency and fairness.	
	7. Review of SDAIE Strategies	7. Data indicates that 53% of our EL Learners scored FBB/BB on the CST. Teachers will be provided the support to implement access strategies across the curriculum on a daily basis.	



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Month	Topic of PD	Rationale and Purpose of PD	Forum (e.g., course/dept PLC, SLC, school-wide, etc.)
	8. Support strategies for inclusion of students with disabilities	8. The goal will be to integrate students with special needs with their general education peers, as academically appropriate.	
2(Sept)	<p>1. Disaggregating CST Scores. Staff will examine CST achievement for individuals, classes, grade levels, subgroups, and by content cluster.</p> <p>2. Norms of Collaboration</p> <p>3. Implementing 8 Common Strategies in Mathematical Lessons</p> <p>4. DIBELS Next</p> <p>5. Access Strategies for ELLs</p> <p>6. Safe and Civil Review</p> <p>7. Standards Alignment</p>	<p>1. Teachers will create hypotheses as to why specific groups did not reach expected goals. Teachers will collectively determine strategies to be discussed, researched, planned for and implemented. Expertise of colleagues who have experienced success with content areas, or with specific student groups, will be highlighted and shared.</p> <p>2. Ensure familiarity with the Norms of Collaboration. The norms will form the basis and structure for collaboration among and between grade level groups and will ensure “active participation” from all members.</p> <p>3. Teachers will provide consistency of lesson design and rigorous instruction with effective strategies to enhance learning for all students.</p> <p>4. DIBELS Next assessments will be used to monitor student progress, especially for our targeted group of 26% of students scoring FBB/BB.</p> <p>5. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs. Observational assessment tools for teachers will be developed to facilitate checking for understanding.</p> <p>6. School-wide behavioral & motivational norms will be reviewed and updated to ensure a consistently applied positive behavior support plan with clear expectations for all students.</p> <p>7. Teachers will engage in backwards mapping of curriculum to ensure that curriculum aligns to standards. Standards will be deconstructed to align teaching points.</p>	<p>∞Core Instructional Team</p> <p>∞Grade Level/ Department Teams</p> <p>∞Banked Time Professional Development</p> <p>∞Professional Learning Community</p>



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<i>Month</i>	<i>Topic of PD</i>	<i>Rationale and Purpose of PD</i>	<i>Forum (e.g., course/dept PLC, SLC, school-wide, etc.)</i>
3 (Oct.)	1. Differentiated instruction based on formative assessment data (DIBELS benchmarks, running records, spelling inventory, mathematics etc.)	1. Grade Levels will use Formative assessment data to guide instruction and to effectively group students for differentiated instruction to meet student needs.	∞Grade Level/ Department Teams ∞Banked Time Professional Development ∞Core Instructional Team
	2. GATE Identification	2. All teachers will be aware of which students are identified as GATE, those students who have the potential to be identified as GATE and the process for identification.	
	3. Units of Study for Leveled Reading System (Running Records)	3. Teachers will be in the Narrative Phase of Units of Study. The formative assessment piece in Leveled Reading will allow teachers to benchmark current reading levels, especially in our targeted group of 26% of students scoring FBB/BB. Guided Reading Groups will focus on Comprehension Strategies & Skills	
	4. Units of Study for Writing	4. Teachers will study and apply strategies for narrative composition in writing lesson design.	
	5. Development of Common Assessment for ELA & Math (includes standards review)	5. Teachers will review standards and blueprints to use in the development of common grade level assessments for language arts and mathematics.	
	6. Access Strategies for ELLs	6. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs.	
	7. Elementary School: Pre-view of Literacy Periodic Assessment	7. PLCs will monitor instruction to ensure that key standards are instructed prior to taking the assessment	
4 (Nov)	1. Units of Study for Leveled Reading System	1. Guided Reading Groups will continue focus on Comprehension Strategies & Skills.	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time
	2. Units of Study for Writing	Narrative Writing (Launching Phase) will be studied and lessons designed.	



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<i>Month</i>	<i>Topic of PD</i>	<i>Rationale and Purpose of PD</i>	<i>Forum (e.g., course/dept PLC, SLC, school-wide, etc.)</i>
	3. Access Strategies for ELLs	3. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs.	Professional Development
	4. Elementary School: Pre-view of Mathematics Periodic Assessment	4. PLCs will ensure key standards are instructed prior to taking the assessment	
	5. Elementary School: Review of Literacy Periodic Assessment	5. Teachers will plan future instruction & intervention based on an analysis of LPA and progress monitoring data.	
5 (Dec.)	1. Units of Study for Leveled Reading System	1. Guided Reading Groups (Comprehension Strategies & Skills)	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	2. Units of Study for Writing	2. Teachers will study and apply strategies for writing a personal narrative in lesson design.	
	3. Analysis of RtI ₂ Interventions	3. Cycle of Inquiry and application of the problem solving process to determine success of Student Interventions and next steps	
	4. Access Strategies for ELLs	4. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs.	
	5. Elementary School: Review of Mathematics Periodic Assessment	5. PLCs will review assessment data to determine need to re-teach key standards.	
6 (Jan)	1. Units of Study for Leveled Reading System	1. Guided Reading Groups (Comprehension Strategies & Skills)	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	2. Units of Study for Writing	2. Writing strategies for responding to literature will be studied and applied in lesson design.	
	3. Key Standards Review using CST Blueprint	3. Focusing instruction on essential skills and continuing to incorporate the language of the CST into everyday instruction.	
	4. 4 th Grade Review of CST Writing Assessment and planning	4. Planning instruction around specific genres and guiding students to understand the criteria for proficiency in each writing genre.	



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<i>Month</i>	<i>Topic of PD</i>	<i>Rationale and Purpose of PD</i>	<i>Forum (e.g., course/dept PLC, SLC, school-wide, etc.)</i>
	5. Access Strategies for ELLs	5. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs.	
7(Feb)	1. Leveled Reading System	1. Guided Reading Groups (Comprehension Strategies & Skills)	<ul style="list-style-type: none"> ∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	2. Units of Study for Writing	2. Writing strategies for responding to literature will be studied and applied in lesson design	
	3. Access Strategies for ELLs (3. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs.	
	4. Analysis of RtI ₂ Interventions	4. Cycle of Inquiry and application of the problem solving process applied to determine success of Student Interventions and next steps	
	5. Elementary School: Pre-view of Literacy Periodic Assessment	5. PLCs will monitor instruction to ensure that key standards are instructed prior to taking the assessment.	
	6. Elementary School: Pre-view of Mathematics Periodic Assessment	6. PLCs will monitor instruction to ensure that key standards are instructed prior to taking the assessment.	
8 (Mar)	1. Units of Study for Leveled Reading System	1. & Guided Reading Groups (Comprehension Strategies & Skills)	<ul style="list-style-type: none"> ∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	2. Units of Study for Writing	2. Writing strategies for non-fiction will be studied and applied in lesson design.	
	3. Access Strategies for ELLs	3. SDAIE strategies will be reviewed and applied in lesson design to ensure comprehensibility of core instruction for ELs.	
	4. Elementary School: Review of Literacy Periodic Assessment	4. PLCs will review assessment data to determine need to re-teach key standards.	
	5. Elementary School: Review of Mathematics Periodic Assessment	5. PLCs will review assessment data to determine need to re-teach key standards.	



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<i>Month</i>	<i>Topic of PD</i>	<i>Rationale and Purpose of PD</i>	<i>Forum (e.g., course/dept PLC, SLC, school-wide, etc.)</i>
9 (Apr)	1. Analysis of RtI ₂ Interventions	1. Cycle of Inquiry and application of the problem solving process to assess success of Student Interventions, plan next steps, and to determine intervention needs for the next school year.	∞Core Instructional Team ∞Grade Level/ Department Teams ∞Banked Time Professional Development
	2. Reflection on Professional Development	2. Staff will reflect on the effectiveness (as determined by data) of the PD plan and identify strengths, flaws, and assess needs for all grade-levels throughout all departments.	
	3. Elementary School: Pre-view of Mathematics Periodic Assessment	3. PLCs will monitor instruction to ensure that key standards are instructed prior to taking the assessment.	
10 (May)	1. CST Procedural Training	1. Training of all staff on mandated procedures, confidentiality, and signing of affidavits.	∞School-wide ∞Grade Level/ Department Teams
	2. Elementary School: Pre-view of Literacy Periodic Assessment	2. PLCs will monitor instruction to ensure that key standards are instructed prior to taking the assessment.	
	3. Elementary School: Review of Mathematics Periodic Assessment	3. PLCs will review assessment data to determine need to re-teach key standards.	
11(June)	4. Vertical Articulation	4. Grade levels will meet in vertical teams to assess successes and challenges, and to plan for the next school year. In collaborative teams, reflect on: What does our data tell us? What can we do better next year?	
	Preparation for next year		



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Appendix H

La Salle Avenue Elementary Elementary School																															
School Year 2012-2013																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															
September			H																												NA
October																															
November												H											H	H							NA
December																	H	H	H	H	H			H	H	H	H	H			H
January	H	H	H	H																		H									
February																		H										NA	NA	NA	NA
March																															
April																															NA
May																											H				
June																															NA

First Day of School: August 14, 2012
Number of Instructional Days: 180
Number of Holidays: 28
Number of PD Days: 27



La Salle Avenue Elementary School **Public School Choice 3.0**

Appendix I

Los Angeles Unified School District La Salle Avenue Elementary 2011-2012 Bell Schedules

Main Office Hours: 7:30 a.m. – 4:30 p.m.	Breakfast Hours: 7:30 a.m. – 8:00 a.m.
Teacher Hours: 7:49 a.m. – 2:40 p.m.	Lunch Hours: 11:15 a.m. – 12:55 p.m.
“Get Ready Bell”: 8:05 a.m.	

SRLDP Program Schedule 8:00 a.m. – 1:50 p.m.

SRLDP Program (Pre-K)	Schedule (Monday – Thursday)
A.M. Session	8:00 a.m. – 10:20 a.m.
P.M. Session	11:30 a.m. – 1:50 p.m.

Regular Schedule 8:10 a.m. – 2:30 p.m.

Grade	Recess	Lunch
Kinder – 1 st	9:30 a.m. – 9:50 a.m.	11:15 a.m. – 11:55 a.m.
2 nd – 3 rd	9:50 a.m. – 10:10 a.m.	11:45 a.m. – 12:25 p.m.
4 th – 5 th	10:10 a.m. – 10:30 a.m.	12:15 a.m. – 12:55 p.m.

Banked Time Tuesdays 8:10 – 1:30 p.m.

Grade	Recess	Lunch
Kinder – 1 st	9:30 a.m. – 9:50 a.m.	11:15 a.m. – 11:55 a.m.
2 nd – 3 rd	9:50 a.m. – 10:10 a.m.	11:45 a.m. – 12:25 p.m.
4 th – 5 th	10:10 a.m. – 10:30 a.m.	12:15 a.m. – 12:55 p.m.

Shortened Day Schedule 8:10 a.m. – 1:55 p.m.

Grade	Recess	Lunch
Kinder – 1 st	9:30 a.m. – 9:50 a.m.	11:15 a.m. – 11:55 a.m.
2 nd – 3 rd	9:50 a.m. – 10:10 a.m.	11:45 a.m. – 12:25 p.m.
4 th – 5 th	10:10 a.m. – 10:30 a.m.	12:15 a.m. – 12:55 p.m.

Minimum Day Schedule 8:00 a.m. – 12:30 p.m.

Grade	Recess	Brunch
Kinder – 1 st	9:30 a.m. – 9:50 a.m.	11:00 a.m. – 11:30 a.m.
2 nd – 3 rd	9:50 a.m. – 10:10 a.m.	11:00 a.m. – 11:30 a.m.
4 th – 5 th	10:10 a.m. – 10:30 a.m.	11:00 a.m. – 11:30 a.m.



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Appendix J

**Local District 8
La Salle Avenue Elementary School**

PRINCIPAL'S JOB DESCRIPTION

NATURE AND SCOPE OF JOB:

The school Principal serves as the instructional leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the instructional goals and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively with all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

The school Principal shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws and board policies.
3. Collaboratively establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervise the instructional programs of the school, monitoring lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning as expressed in the Public School Choice plan.
5. Facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the school's Single Plan for Student Achievement and measures the outcomes of these goals.
6. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in compliance with federal, state and district guidelines.
7. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take



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responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

8. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
9. Notify immediately appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions.
10. Keep the staff informed and seek ideas for the improvement of the school. Schedule and conduct meetings, as necessary.
11. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities.
12. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
13. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
14. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
15. Maintain visibility with students, teachers, and parents.
16. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
17. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
18. Use excellent written and oral English skills when communicating with students, parents and teachers.
19. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, and socio-emotional needs.
20. Monitor data to ensure academic growth.
21. Develop relationships with community partners for future school resources.



The information requested on this form will be used by the Certificated Human Resources Division to ensure that we have the correct names of the UTLA-represented persons on your design team. The contents of this document will NOT be posted on the website, but should be uploaded on the flash drive as a separate document. It is not necessary to convert this file into a PDF format. For additional information, please contact the PSC Team at (213) 241-2547.

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**La Salle Avenue Elementary School
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Attachment 1

Waiver Identification Form

School Site: La Salle Elementary School

Proposed School/Design Team Name: La Salle Elementary School

Proposed Governance Model (mark all that apply):

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

Waiver Request:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Methods of improving pedagogy | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Assessments | <input type="checkbox"/> Scheduling |
| <input type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development |
| <input type="checkbox"/> Budgeting control employees | <input type="checkbox"/> Mutual consent requirement for |
| <input type="checkbox"/> Teacher assignments* chairs)* | <input type="checkbox"/> Staff appointments (e.g., department |
| <input checked="" type="checkbox"/> Discipline & codes of conduct | <input type="checkbox"/> Other**: _____ |
| <input type="checkbox"/> Health and safety | |

*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 rationale 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: Jacobi Smith Date: 2/2/12
UTLA Chapter Chair/Rep: George Kauluker Date: 2-2-12