Appendices

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LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

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):*
Valley Region Sylmar K-8 Span #1

Address: **14550 Bledsoe St.** **Sylmar, CA 91342**	**Phone Number:** **(818) 252-5406**
Website *(if applicable)*	**Email Address:** mercedes.velazquez@lausd.net

hool site for which your team is submitting a Letter of Intent:	**Valley Region Sylmar Span #1**
Grade configuration of your school:	**K-8**
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.N/A 3.N/A
School calendar-- please provide the following dates: 1. First and last date of instruction? TBD 2. Winter recess dates 3. Spring recess dates	1. 2. 3.

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Fransisco Andrade	*Francisco Andrade*	(818) 581-8742	fja 7148@lausd.net	Harding ES
ay Aston	*Tay Aston*	3234226315	Ha2426@ lausd.net	Mt. Gleason MS

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

Name	Signature	Phone	Email	School
Manuel Diaz	*[signature]*	818-252-5400	mjd2323@lausd.net	Local District 2
4. Mary Ann Dortch	*[signature]*	661-259-3796 / 661-644-4909	msd1409@lausd.net	Olive Vista MS
5. Claire Feldman	Claire Feldman	818-252-5414	claire.feldman@lausd.net	Local District 2
6. Leonard Goldberg	*[signature]*	661.755.6351	lmg1834@lausd.net	Olive Vista MS
7. Joel Herrera	*[signature]*	818 257 8675	jherre14@lausd.net	Morningside ES
8. Karen Marx	Karen Marx	323-385-1512	kmd6872@lausd.net	Hubbard ES
9. Diana Martinez	Diana Martinez	(818)322-8735	dmm6075@lausd.net	Vista Del Valle Dual Language Academy
10. Mercy Momary	*[signature]*	661-433-8043	Mercy.momary@lausd.net	Olive Vista MS
11. Melissa Ornelas	*[signature]*	805-358-1006	mlo21916@lausd.net	Olive Vista MS
12. Lilly Osorio	*[signature]*	818-367-1944		Hubbard ES
13. Nelly Rodriguez	*[signature]*	818-429-4929	nrodr13@lausd.net	Hubbard ES
14. Alma Peña Sanchez	*[signature]*	818-252-5400	alma.sanchez@lausd.net	Local District 2
15. Laura Santa Cruz	*[signature]*	(818)252-5406		Olive Vista MS
16. DeAnna Steigl	*[signature]*	805-844-5683	dserago@lausd.net	Olive Vista MS
17. Suellen Helm Torres	S.Helm Torres	661.297.2595	sxh0852@lausd.net	Hubbard ES
18. Mercedes Velazquez	Mercedes Velaz	(818)252-5406	Mercedes.velazquez@lausd.net	Local District 2

Appendix A1

STUDENT LEADERSHIP STANDARDS

STRAND	STANDARD		BENCHMARKS	SAMPLE ACTIVITIES
1. Communication	1.1	Student communicates effectively in large and small groups.	1.1.a Student develops content and ideas into organized presentations. 1.1.b Student analyzes and adjust based upon the audience. 1.1.c Student uses appropriate language and style. 1.1.d Student expresses himself/herself effectively in interpersonal situations. 1.1.e Student identifies and understands non-verbal communication cues.	Public Presentations Interviews Telephone Skills Explaining Instructions Interpersonal Communication Activities Non-verbal Communication Activities I-messages
	1.2	Student writes effectively.	1.2.a Student organizes thoughts. 1.2.b Student employs appropriate writing format. 1.2.c Student exhibits appropriate word use and grammar.	Memos Thank You Notes Minutes and Agendas Electronic Communication Invitations Press Releases Advertisements Reports Letters Evaluations
	1.3	Student listens effectively.	1.3.a Student listens and observes to gain understanding and interpret information. 1.3.b Student checks for accuracy and understanding by asking questions and paraphrasing. 1.3.c Student uses the listening level appropriate for particular circumstances and contexts.	Practice Listening Levels Practice effective listening using appropriate techniques-(i.e. SOFTEN, Paraphrasing)
	1.4	Student effectively uses various mediums of communication.	1.4.a Student communicates through oral, artistic, graphic, and/or multimedia presentations. 1.4.b Student demonstrates use of available technology to present ideas and concepts.	Videos PowerPoint Computer Flyers Digital Displays Posters and Banners Electronic Communication

Appendix A2

STUDENT LEADERSHIP STANDARDS

STRAND	STANDARD	BENCHMARKS	SAMPLE ACTIVITIES
2. Organization and Managerial Skills	2.1 Student demonstrates self-organization.	2.1.a. Student exhibits effective time management skills. 2.1.b. Student prioritizes personal commitments. 2.1.c. Student formulates & employs personal goals.	Personal calendar planning Short & Long term personal goal-setting Timelines Prioritizing Commitments
	2.2 Student plans & implements organized projects.	2.2.a. Student formulates & employs project goals. 2.2.b. Student uses sequential project planning steps. 2.2.c. Student uses appropriate evaluation tools.	Brainstorming Prioritizing Consensus Value Voting Project planning checklist Storyboarding Written, oral, surveys Portfolios
	2.3. Student demonstrates effective meeting skills.	2.3.a. Student practices a variety of meeting formats. 2.3.b Student demonstrates meeting preparedness.	Roberts Rules of Order (Parliamentary Procedure) Consensus Decision Making steps Meeting facilitation Written agendas, announcements, minutes
	2.4. Student understands the structure of his/her organization	2.4.a. Student demonstrates knowledge of constitution & by-laws. 2.4.b. Student identifies the chain of command in their school. 2.4.c. Student understands & executes his/her job responsibilities & duties.	Job responsibilities charts Observation & feedback Organizational charts Constitution & revision process

Prepared by Region 7 State Student Council Executive Directors, 2002/2003.

Appendix A3

STUDENT LEADERSHIP STANDARDS

STRAND	STANDARD		BENCHMARKS	SAMPLE ACTIVITIES
3. Business Skills	3.1 Student uses effective marketing skills.	3.1.a	Student incorporates merchandising techniques, pricing strategies, and product display.	Develop Market Strategy for: Student Store Fund Raisers Ticket Sales and Events Poster Making Power Point Presentations Oral & Written Presentations
		3.1.b	Student utilizes various advertising techniques.	
		3.1.c	Student identifies the target population.	
	3.2 Student understands the financial aspects of student organizations.	3.2.a	Student understands the elements budgeting.	Practice income project Develop Sample Budget Sample Budget Analysis Case Study Analysis Comparative Shopping
		3.2.b	Student understands appropriate accounting practices.	
		3.2.c	Student understands the procedure for purchases and expenditures with student funds.	
		3.2.d	Student understands school, district, state and federal laws effecting student organizations.	
	3.3 Student incorporates effective customer service techniques.	3.3.a	Student understands chain of command and resolves problems within the scope of their authority.	Student Store Fund Raisers Role playing Observation and analysis
		3.3.b	Student recognizes and applies customer service strategies of handling mistakes, offering assistance, and accepting criticism.	
		3.3.c	Student employs positive communication skills in customer service.	
	3.4 Student understands aspects of financial obligations.	3.4.a	Student applies rules of contracts and bidding.	Review sample contracts and bids. Role-play ethical bidding process. Apply bidding process to: Dances Fund Raisers
		3.4.b	Student understands rules and regulations effecting student organizations.	

Prepared by Region 7 State Student Council Executive Directors, 2002/2003.

STUDENT LEADERSHIP STANDARDS

STRAND	STANDARD	BENCHMARKS	SAMPLE ACTIVITIES
4. Responsible Citizenship	4.1 Student takes responsibility for personal actions and acts ethically (e.g., demonstrate honesty, fairness, integrity).	4.1.a Student develops a sense of personal responsibility and self-confidence in their own abilities. 4.1.b Student demonstrates ethical behavior and acts with integrity. 4.1.c Student provides a model for others of personal responsibility and ethical behavior.	Role playing Scenarios Situational Activities Personal Code of Ethics Personal Mission Statements
	4.2 Student respects himself/herself and others.	4.2.a Student has an awareness of the value of a healthy mind and body (healthy choices). 4.2.b Student demonstrates an appreciation of the work of others. 4.2.c Student acknowledges the individual rights of others. 4.2.d Student displays a positive attitude towards the beliefs & ideas of others.	Chart eating habits Record healthy lifestyle habits Read Assignments/Book Talks Exercise journal Team building activities Thank you notes Recognition activities "Get to know" activities Guest speaker on respect
	4.3 Student participates in service to others.	4.3.a Student identifies the needs of others. 4.3.b Student responds to the needs of others by engaging in service. 4.3.c Student experiences the benefits of serving others.	Research local charities Speakers on diversity Organize a service project State/Local clean up day Participate in service project Reflections in journal

Appendix A5

STUDENT LEADERSHIP STANDARDS

STRAND	STANDARD	BENCHMARKS	SAMPLE ACTIVITIES
5. Group Process	5.1 Student interacts in groups effectively.	5.1.a. Student understands stages of group development. 5.1.b. Student practices teambuilding 5.1.c. Student recognizes functional roles of group members.	Icebreakers Cooperative activities Group simulations Role playing
	5.2 Student understands how individual differences affect group processes.	5.2.a. Student identifies leadership styles in himself/herself & others. 5.2.b. Student identifies personality types in himself/herself & others.	Personality and style inventories Video clips on styles Role playing
	5.3 Student understands and utilizes strategies for problem solving and conflict resolution.	5.3.a Student identifies the problem. 5.3.b Student identifies possible solutions. 5.3.c Student selects a solution.	Role playing Situational activities
	5.4 Student understands decision-making processes	5.4.a Student identifies decision-making styles (autocratic, democratic, consensual, laissez-faire). 5.4.b Student recognizes appropriate decision-making styles for a given situation. 5.4.c Student recognizes the impact of individual decisions on the group.	Role playing Situational activities Decision Making simulations Historical case studies in decision making

Prepared by Region 7 State Student Council Executive Directors, 2002/2003.

STUDENT LEADERSHIP STANDARDS

STRAND	STANDARD		BENCHMARKS	SAMPLE ACTIVITIES
6. Goal Setting	6.1 Student understands the process of setting and achieving goals.	6.1.a	Student understands the purpose of goal setting.	Simulation activities Goal setting exercises Action planning
		6.1.b	Student writes goals that align with individual or group philosophy.	
		6.1.c	Student develops an action plan to follow in order to achieve goals.	
	6.2 Student identifies types of goals.	6.2.a	Student differentiates between short-term and long-term goals.	Goal journals Classroom/Project goal setting
		6.2.b	Student distinguishes between personal and group goals.	
		6.2.c	Student understands the importance of setting balanced goals in multiple areas of life.	
	6.3 Student employs the skills necessary to evaluate goals.	6.3.a	Student monitors and adjusts goals.	Evaluation and reflection Recognition activities
		6.3.b	Student acknowledges the achievement of goals.	

Prepared by Region 7 State Student Council Executive Directors, 2002/2003.

LAUSD California Standards Test CST - ELA:
1. Percentage of Students Scoring Proficient/Advanced 2011 & 2. Change from 2010 to 2011

ELA - CST	LAUSD 2011/ '10-'11	Local District 1 2011/ '10-'11	Local District 2 2011/ '10-'11	Local District 3 2011/ '10-'11	Local District 4 2011/ '10-'11	Local District 5 2011/ '10-'11	Local District 6 2011/ '10-'11	Local District 7 2011/ '10-'11	Local District 8 2011/ '10-'11
Grade 2	52/ 3	61/ 3	53/ 5	61/ 5	52/ 3	42/ 0	50/ 3	43/ 4	53/ 4
Grade 3	40/ 5	49/ 5	42/ 8	48/ 4	39/ 3	29/ 4	35/ 3	31/ 3	41/ 7
Grade 4	57/ 3	66/ 3	58/ 5	63/ 2	60/ 4	48/ 4	54/ 3	48/ 5	59/ 3
Grade 5	51/ 3	62/ 3	52/ 4	60/ 3	53/ 4	40/ 2	45/ 3	41/ 3	51/ 2
Grade 6	42/ 3	54/ 4	41/ 2	53/ 2	44/ 7	36/ 3	32/ -2	28/ 7	41/ 1
Grade 7	44/ 5	57/ 3	46/ 8	57/ 6	41/ 5	37/ 7	36/ 7	27/ 5	44/ 4
Grade 8	42/ 5	59/ 8	42/ 4	54/ 6	41/ 7	35/ 8	31/ 1	27/ 6	42/ 4
Grade 9	37/ 1	47/ -1	39/ 1	43/ 4	40/ 1	33/ -3	32/ 2	26/ 0	36/ 1
Grade 10	36/ 3	46/ 2	37/ 3	42/ 4	37/ 0	33/ 2	29/ 1	25/ 2	38/ 5
Grade 11	37/ 3	48/ 4	38/ 3	42/ 4	39/ 3	35/ 3	31/ 3	27/ 3	37/ 4
Highest #	LAUSD	2	5	3	2	1	0	2	2

California Standards Test CST – Math   1. Percentage Students Scoring Prof./Adv. 2011 & 2. Change from 2010 to 2011

Math -CST	LAUSD 2011/ '10-'11	LD 1 2011/ '10-'11	LD 2 2011/ '10-'11	LD 3 2011/ '10-'11	LD 4 2011/ '10-'11	LD 5 2011/ '10-'11	LD 6 2011/ '10-'11	LD 7 2011/ '10-'11	LD 8 2011/ '10-'11
Grade 2	60/ 6	68/ 7	62/ 9	67/ 7	62/ 6	52/ 5	57/ 4	53/ 7	59/ 8
Grade 3	67/ 8	76/ 9	70/ 11	69/ 5	68/ 6	59/ 7	65/ 6	59/ 6	66/ 8
Grade 4	67/ 4	74/ 3	68/ 7	72/ 5	70/ 4	60/ 5	66/ 3	60/ 5	69/ 6
Grade 5	60/ 5	67/ 3	60/ 6	63/ 3	61/ 4	53/ 7	58/ 5	52/ 3	60/ 6
Grade 6	41/ 2	52/ 4	40/ 0	52/ 3	45/ 4	38/ 4	34/ -3	24/ 3	40/ 2
Grade 7	36/ 2	48/ 1	38/ 3	41/ 4	35/ 0	27/ 3	30/ -1	25/ 1	36/ 2
General Math	23/ 3	32/ 0	26/ -4	30/ 10	17/ 0	11/ 3	12/ 2	17/ 11	17/ -2
Algebra 1	24/ 2	40/ 4	25/ 4	34/ 4	23/ 1	20/ 2	19/ -1	16/ 2	20/ 1
Geometry	17/ 3	31/ 0	17/ 3	24/ 3	14/ 2	14/ 0	13/ 5	7/ 0	15/ 5
Algebra II	17/ 1	35/ 3	18/ 1	20/ 1	14/ 1	16/ 2	15/ 4	6/ 0	12/ 0
HS Summative	17/ 1	61/ -1	46/ 6	43/ 3	29/ 1	35/ 2	22/ 1	16/ -2	25/ -2
Highest #	LAUSD	2	5	2	1	2	2	0	1

Los Angeles Unified School District
Local District 2
Non-Negotiable Practices to Support Progress in School Academic Goals
(Will be revised)

August 9, 2010

CST- ELA Percentage Proficient & Advanced	CST – Math Percentage Proficient & Advanced	CAHSEE- ELA/Math 9th and 10th Graders Proficient	CELDT % 1 ELD Level per Year % ELD Level 4 or 5	Reclassification
☐Data analysis of the CST assessment for students in grades 2-11 to determine student needs	☐Data analysis of the CST assessment for students in grades 2-11 to determine student needs	☐Administer the CAHSEE Diagnostic to all the 9th & 10th graders during the fall semester	**Elementary:** ☐ Organize classes by the master plan guidelines	☐Use, update and maintain ELD portfolios to actively monitor EL student progress
☐Administration and data analysis of a K-2 assessment in the beginning of the school year to determine student needs	☐Administration and data analysis of a K-2 assessment in the beginning of the school year to determine student needs; Kindergarten Checklist, grades 1-2 end of the year enVision Math assessment for previous school year	☐Ensure that 10th non-passers (2009-2010 9th grade) are enrolled in a Core ELA with intervention, and/or Core Math with intervention	☐Provide daily ELD for 30-50 minutes for EL students ☐ Ensure that teachers team for ELD instruction according to ELD levels of English learners;	☐Check the potential reclassification rosters at the beginning of the school year, after each grading period, after the CELDT results are received, and at the end of the school year
☐Identification of focus students, for each grade level K-12, based on the analysis of student assessments	☐Identification of focus students, for each grade level K-12 based on the analysis of student assessments	☐Administer the CAHSEE Diagnostic Test to all 10th grade students 4 weeks prior to the 2011 spring test	☐ Ensure that teachers meet to discuss lesson plans and student progress	☐Implement intervention strategies for ELs lagging behind, and provide targeted differentiated instruction to students grouped by ELD level
☐Administer and analyze benchmark assessments (periodic assessments e.g.) throughout the year to determine student progress and needs	☐Administer and analyze benchmark assessments (periodic assessments e.g.) throughout the year to determine student progress and needs	☐Adhere to the procedures outlined in Reference Guide #4861.0 regarding the District's CAHSEE Preparation Program	☐ Monitor implementation of ELD instruction through classroom visitations (Administrators)	☐Use thinking Maps and graphic organizers to contextualize and to deliver instruction in a comprehensible manner

- ☐ Track and monitor the progress of focus students in ELA to determine and address student needs
- ☐ Provide, monitor, and evaluate the effectiveness of school based in-class intervention for the focus students
- ☐ Use the CST Test Released Questions with students in grades 2-11 to determine student needs and plan instruction to meet those needs
- ☐ Engage all stakeholders (staff, students and parents/community) in the beginning of the school year in identifying projected School Academic Goals
- ☐ Display publicly School Academic Goals for each of the accountability areas on a bulletin board

- ☐ Monitor student progress in Math to determine and address student needs
- ☐ Provide, monitor, and evaluate the effectiveness of school based in-class intervention for focus students
- ☐ Use the CST Test Released Questions in grades 2-11 to determine student needs and plan instruction
- ☐ Engage all stakeholders (staff, students and parents/community) in identifying projected School Academic Goals
- ☐ Display publicly the School Academic Goals for each of the accountability areas on a bulletin board

- ☐ Implement and monitor ELD Practicum using ELD Instructional tool focusing on the following 4 strategies: Communication Guide, Think-Pair-Share, Thinking Maps®, and Pull Out and Talk/Write
- ☐ Use, update, and maintain ELD portfolios with the appropriate assessments to actively monitor and determine English learner's progress in meeting the ELD standards and in acquiring English
- ☐ Review ELD portfolios 3 times a year to monitor alignment with the progress reports and ELD grades
- ☐ Prepare all English Learners for the CELDT with activities that teach the language and format of the CELDT test
- ☐ Use CELDT Released Questions for awareness and instruction

- ☐ Ensure that teachers know who their EL students are and work collaboratively within their grade level to ensure their progress in acquiring English and provide EL's with access to core curriculum
- ☐ Update the Reclassification monitoring tool for the EL/RFEP students.
- ☐ Monitor potential Reclassification candidates at least 3 times a year (for elementary) 2 times a year (for secondary)
- ☐ Monitor Reclassified English Learners in their transition to A-G courses when they are redesignated at the end of each marking period and semester as English proficient
- ☐ Reclassify English learners when the English learner has met all the criteria: CELDT, ELA grades, and performance in basic grade-level skills (ELA periodic assessments for grades 1/2 and CST for grades 3-12)

☐Provide daily ELD for 30-50 minutes for EL students

☐Provide regular time for teachers to meet in grade levels to analyze CELDT student data to identify focus student and their needs, monitor student progress, and plan instruction to meet their needs using the Local District 2 data analysis protocols

Secondary:

☐Offer all ESL levels each semester as needed, and program English Learners first on the master schedule

☐Provide immediate in-class intervention opportunities to support continued acquisition of English for English Learners who fail able to advance 1 ESL level per semester

☐Group English Learners for instruction by ESL levels across the content areas

☐Ensure that PRP (Prepare to Reclassify Program) students receive appropriate SDAIE instruction in the CORE program

☐Provide regular time throughout the year for the teachers to meet in grade levels, departments, teams, and SLC's to do the following:
- analyze student data (periodic assessments e.g.)
- identify focus student and their needs
- monitor student progress,
- plan instruction to meet student needs

☐Monitor implementation of standards based instruction, use of the access to core strategies, Specially Designed Academic Instruction in English (SDAIE) strategies, and Culturally Relevant Responsive Educational (CRRE) strategies

☐Provide regular time throughout the year for teachers to meet in grade levels, departments, teams, and SLC's to do the following:
- analyze student data (periodic assessments e.g.)
- identify focus student and their needs
- monitor student progress
- plan instruction to meet student needs

☐Monitor implementation of standards based instruction, use of the access to core strategies, Specially Designed Academic Instruction in English (SDAIE) strategies, and Culturally Relevant Responsive Educational (CRRE) strategies

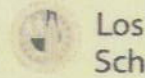|				
	☐ Use, update and maintain ELD portfolios with the appropriate assessments to actively monitor and determine English learner's progress in meeting the ELD standards and in acquiring English ☐ Prepare all English Learners with CELDT preparation activities and inform all stakeholders of the importance of the CELDT test ☐ Provide time when the CELDT data is released for the teachers to meet in departments, teams, and SLC's to analyze the CELDT student data to identify focus student and their needs, monitor student progress, and plan instruction to meet their needs using the Local District 2 data analysis protocols			

Appendix A12

Non Negotiable Practices to Support Progress in School Academic Goals

Graduation	A-G Courses Percentage 9th, 10th, 11th Graders Enrolled Percentage 9th, 10th, 11th Gr. w/ C or better	Gifted Students	Student Attendance Staff Attendance	Access to Core – Three Practices • Complete sentences • Academic vocabulary • Writing
☐ Provide an Individual Graduation Plan (IGP) to each student	☐ Increase the number of students taking online class courses by Spring in every HS	☐ Provide professional development to increase the staff's knowledge on gifted traits, gifted identification, and differentiated instruction	☐ The District will provide Attendance Improvement Centers for students that are suspended	☐ Model use of academic vocabulary, speaking in complete sentences, and the writing process
☐ Provide an Individual Culmination Plan (ICP) to each student	☐ Create AP courses so they are accessible to all students: one per core content area and one per visual and performing arts	☐ Use the Potential Gifted roster for identification of potentially gifted students at the beginning of the school year	☐ Work cooperatively with the Attendance Improvement Centers to ensure that the suspended students attend the Attendance Improvement Centers	☐ Assure that the students speak in complete sentences, students write in complete sentences, and students use academic vocabulary with the goal of 100% implementation by the end of the school year
☐ Obtain a Parent signature for each IGP/ICP	☐ Create a Master schedule that offers A-G courses for all students	☐ Identify two additional windows for gifted identification during the school year	☐ Identify and monitor any student with 5 or more absences in the current year, and 9 or more absences in the previous year	☐ Monitor on a regular basis implementation of the LD2 "3 Practices" through classroom visitations
☐ Ensure that each counselor meet with each student yearly to review and complete the IGP/ICP	☐ Monitor the number of students enrolled and passing the A-G courses and the credit recovery efforts	☐ Review current data during those windows to identify potential gifted students	☐ Provide regular recognition of students with improved attendance	☐ Collect and analyze student data on the LD2 "3 Practices" on a regular basis and share with the staff the outcome
☐ Ensure that counselors monitor the data entry of the IGP/ICP plans into SIS (ISIS to follow)	☐ Provide Intervention enrichment and support courses based on student needs and reflective of student data	Secondary: ☐ In addition to the above, update and monitor SIS/ISIS on a regular basis, and communicate data with the staff	☐ Implement a clearly defined attendance plan and policy which includes regular parent home communication for each level of absences and truancies, motivational activities, and incentives	☐ Identify agreements with teachers to assure full implementation of the LD2 "3
☐ Participate in the Local District 2 annual audit of IGP/ICP to monitor school implementation				

5

			Practices"
☐Administrate and analyze benchmark assessments to determine and address student needs	☐Implement and analyze quarterly assessments to determine student needs to provide appropriate support such as instruction, counseling, tutoring and intervention	☐Send home a copy of the school attendance policy and the Parent Responsibility letter	☐Collect, analyze, and share school data on the LD2 "3 Practices" three times a year with your Director (Principal Leader) and the Principals in your Director group to show progress
☐Administer the End of the Course algebra assessment	☐Assure that all certificated staff have had the A-G Curriculum related professional developments	☐Provide training at least twice a year for teachers and other staff members on the District attendance policy	
☐Administer and monitor the 5th and 8th grade diagnostic assessments	☐Participate in the Local District 2 master calendar schedule audit in the beginning of the school year		
☐Administer and monitor the fitness gram			

Los ... Grade
Sch ... District

School Review

Key Categories for the School Review

I. Unwavering focus on academic achievement

- Quality classroom instruction
- Forming a professional teaching and learning culture and professional development
- Data based decision making to guide and personalize instruction and intervention

Quality Schools

II. School culture, climate, & infrastructure that support personalization and academic achievement

- Respectful, responsive, safe environment that maximizes time on learning
- Personalized environment for all students and staff
- Collaborative parent & community engagement

III. Leadership that supports high achievement for students and staff

- School based leadership focused on instructional improvement
- Strategic alignment and management of resources (time, people and money)
- Shared leadership with staff, family and community with clear goals of supporting academic achievement

Last updated March 31, 2011

*D... includes quantitative as well as qualitative data related to student progress and achievement such as attendance, behavior observations, teacher notes, assessment scores.

**Leadership team should include administration and classroom teachers and may include other school stakeholders depending upon the school.

Valley Region Sylmar Span K-8 #1: A Leadership Academy
Design Team Meeting #3
Tuesday, August 2, 2011   1:00 PM   Sylmar ES

Objectives:
- Continuing the Preparation to Write a High Quality Successful Public School Choice Plan for Valley Sylmar Span #1
- Building a group of talented, dedicated educators into an effective team

Agenda:

1. The Leader in Me : Covey, Stephan
   Underpinnings and reading

2. Review meeting notes

3. Data Review: Who are our students? What do they need related to this "picture"?

4. Vision and Mission: Discussion and compare to Vista Del Valle's Vision and Mission.

5. Calibrate proposed vision and mission to according to the rubric

6. Beginning the writing: parceling out the work

7. Calendar and future meeting dates

MV/dt
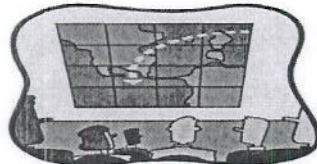
Los Angeles Unified School District
Local District 2

Valley Region K-8 Span School #1
PSC Parent/Community Meeting
Thursday, October 20, 2011
Olive Vista MS 6:30 p.m. – 8:00 p.m.

Welcome and Purpose .... **Alma Peña-Sanchez**
Superintendent

Introduction of Valley Region Sylmar Span............................... **Mercedes Velázquez**
Building Project:
Director
Manuel Diaz
Exterior Plan and
Director
Community Served

Introduction of Valley Region Sylmar ....**Claire Feldman**
Span: Educational
EL Specialist
Plan Vision and Mission
Tay Aston
Teacher, Mt. Gleason MS
Mercedes Velázquez

Parent Group Input: ....**Claire Feldman**
Collection of Hopes
Mercedes Velázquez
and Dreams
Tay Aston
Suellen Helm Torres
Principal, Hubbard ES

Dismissal

Educational Plan/Plan Escolar

- Leadership: Every child a leader!
- Self esteem, empathy and respect for others
- Communicators and solvers of meaningful problems
- Confident, capable students
- College prepared and career/life ready

- Liderazco: cada alumno un líder!
- Auto estima, empatía y el respeto para el ajeno
- Comunicativos y solucionadores de problemas significantes
- Estudiantes capaces, con confianza
- Preparados para el colegio, una carera y su vida

Hopes and Dreams for a Community School/Esperanzas y sueños para esta escuela comunitaria

We need your voice!

Necesitamos su voz...

PSC 3.0
Commitments and Expectations Form

*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011.** Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

We agree to:

- Serve students and the community to the best of our ability;

- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;

- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;

- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;

- Openly seek input from the community during the development of our application;

- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;

- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;

- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;

- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;

- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;

- Ensure that no electioneering occurs on school campuses;

- Abide by all guidelines set forth for the Advisory Vote process; and

- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE MOTION

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	Valley Region Sylmar Span K-8 #1 (Sylmar Leadership Academy)
Name of Team Representative	Alma Peña Sanchez/Mercedes Velazquez
Signature of Team Representative	

Design Team Member Name	Signature
1. Fransisco Andrade	*Fransisco Andrade*
2. Tay Aston	*Tay Aston*
3. Manuel Diaz	*Manuel Diaz*
4. Mary Ann Dortch	*Mary Ann Dortch*
5. Claire Feldman	*Claire Feldman*
6. Leonard Goldberg	*Leonard G.*
7. Joel Herrera	
8. Karen Marx	*Karen Marx*
9. Diana Martinez	*Diana Martinez*
10. Mercy Momary	*Mercy Momary*
11. Melissa Ornelas	*Melissa Ornelas*
12. Lilly Osorio	*Lilly V. Osorio*
13. Nelly Rodriguez	*Nelly Rodriguez*
14. Alma Peña Sanchez	*Alma P. Sanchez*
15. Laura Santa Cruz	*Laura Santa Cruz*
16. DeAnna Steidl	

17. Suellen Helm Torres	*(signature)*
18. Mercedes Velazquez	*(signature)*

APPENDIX B1: Professional Development Schedule

entative Schedule	Topic	Facilitator
Orientation Teachers will attend five days of professional development focusing on the work necessary to support the vision and mission of Sylmar Leadership Academy. Orientation will be scheduled three weeks prior to the start of the school year. Throughout the school year, PD will continue to address ҽ critical concepts and skills presented in the orientation. PD schedule is subject to change to accommodate the needs of teachers and students as indicated by school data. On a regular basis, administration will support and monitor implementation of key learnings and practices embedded in PDs.	**Getting to know students through Data:** Reviewing student cumulative records, ELD portfolios, report cards, periodic assessments, CST, and CELDT results, intervention history, health and attendance records, IEPs, 504s, behavior plans or contracts, work samples, etc. to identify strengths and challenges of students by content, class and grade level in order to plan instruction and intervention for student achievement. **Service Learning/ Leadership:** Study research and collaborate with colleagues to understand how to integrate hands-on student learning/service learning with standards-based curriculum, instruction, and assessment. Focus on questions that drive students to engage with the key concepts and skills of a content area through hands-on learning. Discuss standards-based community service projects that will incorporate student leadership. **Technology:** Integrating technology with teaching and learning, assessing teacher proficiency to set: learning goals, objectives and timelines for teachers and students so that students use technology in meaningful ways to help them investigate, collaborate, analyze, synthesize and present their learning. **Teaching All Students:** Scaffolding instruction, using effective SDAIE and CRRE strategies, differentiating instruction, including gifted and talented, special education, English learners, etc. Identifying students not meeting grade-level standards, developing classroom management and schedules for small group or individualized instruction/intervention to address learning needs of identified students during the school day. **Community School and Partnerships Introductions:** Orientation of the community school model and learning about the scope of services offered to students, parents, staff and community. Introduce the organization of the Community Outreach team and partnership organizations. Familiarize all staff with the services and resources available for all student, parents, and community members. Explore and set expectations of services from partnerships to maximize impact on student achievement. Introduce schedules of workshops, trainings and events planned for the school year. Introduce School Volunteer program and community service project goals.	• Principal • Teachers • Counselor/ Bridge Coordinator • Categorical Program Coordinator • Community Outreach Team • Partnership representatives

Tentative Schedule	Topic	Facilitator
	School Culture and Team Building: Developing relationships with families, partners, and colleagues, connecting with students, organizing teaching and interdisciplinary teams. Reaching agreements on implementation and design of: parent-student-teacher compacts, school wide Behavior Support Plan, norms and protocols for meetings, communications, and classroom observations. **Assessments:** Review, discuss, and reach agreements on: use of standards-based assessments, beginning development of formative assessments, rubrics, criteria, and data collection in all content areas, timeline for data-analysis, and planning, choice and use of universal screens and how to represent and present data to students and parents. Use of templates and protocols for common understanding and analysis of data to plan instruction and intervention.	
Week 1 - Professional development sessions are held for a minimum of 1 hour each week after ~hool (AS). PDs ᴜᴀso occur weekly during the school day (DS) for a minimum of 1-2 hours.	**AS:** Review and discuss: **school calendar, governance, parent involvement,** and role of teacher in all; share and clarify protocols for instructional observations. **DS: CELDT** released test questions and data review, with ELD standards to choose focus for ELD and ELA instructional planning and to prepare students for testing.	• Principal • Staff • Categorical Program Coordinator
Week 2	**AS: ELD portfolio** review to determine targeted instructional needs and/or interventions of Els, reclassification criteria and report card grading for English learners. **DS: ELD and SDAIE strategies** practice to refine ELD instruction and support El access to concepts and skills in all other content instruction.	• Principal • Categorical Program Coordinator • Staff
Week 3	**AS: Student Engagement and Leadership:** How to assist students to know, to articulate, and to reflect upon their learning goals and objectives. **DS: Facilitating Conferences:** Plan for conducting meaningful student-led conferences.	• Principal • School Psychologist
Week 4	**AS: Structure:** How to help students organize their own work and manage their own time, including note-taking. **DS: Student Collaboration:** How to teach students to use a problem solving and decision making process with peers.	• Principal • Staff
Week 5	**AS: Progress Monitoring:** Analyze student progress in instruction and intervention using periodic assessments. Identify	• Principal • Resource

Tentative Schedule	Topic	Facilitator
	struggling students. Set and adjust student goals to meet targeted learning rate. **DS: Teachers Collaborate:** Choose and develop intervention lessons and/or formative assessments.	Teacher • Staff
Week 6	**AS: Interdisciplinary Teacher Teams**: Collaborate to develop problem-solving, standards-based learning projects of significance and relevance to student world. **DS: Interdisciplinary Teams**: Continue to plan lessons, develop common criteria and rubrics for projects and student collaboration.	• Principal • Teacher Teams
Week 7	**AS: Community Service and Technology**: Teachers receive targeted instruction to build leadership capacity in order to build student capacity to begin community service project. **DS: Technology**: Teachers build skills through practice, sharing, and analysis of technology integrated in student community service project and student work.	• Technology expert • Principal • Staff • Counselor
Week 8	**AS: Lesson Study:** Teachers review assessment data to choose ELA/Math, targeted skill or concept, in area of student need to engage in lesson study. Schedule 3-day session. **DS: Research:** Helping students make sense of information, how the facts are organized for understanding in expository text, linked to internet searches.	• Principal • Staff
Week 9	**AS: Analysis of community service project**: Teachers share and explore successful and unsuccessful student community service projects to refine teaching skills and plans. **DS: leadership and Service Based learning**: Developing open-ended questions/problems for students to solve during structured learning activities.	• Principal • Counselor/
Week 10	**AS: Interdisciplinary Teacher Teams**: Reflect on progress of prior projects, and continue to collaborate to develop problem-solving, standards-based community service projects. Plan and refine lessons and assessments **DS: Teachers Collaborate**: Choose and develop instruction/intervention lessons and/or formative assessments.	• Principal • Teacher Teams • Community Resource Coordinator
Week 11	**AS: Progress Monitoring**: Analyze student progress in instruction and intervention using periodic assessment data. Identify struggling students. Set and adjust student goals to meet targeted learning rate. **DS: Teachers Collaborate**: Choose and develop instruction/intervention lessons and/or formative assessments.	• Principal • Intervention teachers • Staff
Week 12	**AS: Exhibitions**: Prepare for, manage, and assess student community service projects and presentations. **DS: Writing**: Backwards planning of writing instruction and strategies for grade specific genres, also prepare students for how writing is tested on CST.	• Principal • Staff • Community Resource Coordinator

Tentative Schedule	Topic	Facilitator
Week 13	**AS: Technology**: Teachers receive targeted instruction to build capacity in order to build student capacity (ongoing). **DS: Technology**: Teachers build skills through practice, sharing, and analysis of technology integrated in student community service project and student work.	• Technology expert • Principal • Staff • Counselor
Week 14	**AS: Conference Feedback:** Teachers self-reflect on conference process, make plans for refinement. **DS: Exhibition Feedback:** Teachers reflect on exhibitions and projects to refine next exhibition event and student community service projects/presentations.	• Principal • Staff
Week 15	**AS: Analysis of Service Learning Projects**: Teachers share and explore successful and unsuccessful student community service projects to refine teaching skills and plans. **DS: Scoring Writing Projects:** Teachers communally score student work using pre-established rubric and criteria identifying benchmark samples. Sharing best practices and refining writing instruction.	• Principal • Staff • Coordinator
Week 16	**AS: School wide Behavioral Data Review and Planning** **DS: Scoring Writing Projects:** Teachers continue to communally score student work using rubric and criteria (developed by students and teachers) comparing work to benchmark samples. Share practices, refine writing instruction.	• Principal • Staff
Week 17	**AS: Progress Monitoring**: Analyze student progress in instruction and intervention using periodic assessments. Identify struggling students. Set and adjust student goals to meet targeted learning rate. **DS: Teachers Collaborate**: Choose and develop intervention lessons and/or formative assessments.	• Principal • Staff • Intervention teachers
Week 18	**AS: CST Reflection:** Teachers revisit CST release questions, format, and language to continue planning lessons that expose students to similar formats and language. **DS: Critical Thinking:** Teachers reflect on their facilitation of collaborative student discussion, student use and understanding of evidence based opinions, use of complete oral and written sentences, and the development and use of academic vocabulary.	• Principal • Staff
Week 19	**AS: Technology**: Teachers receive targeted instruction to build capacity in order to build student capacity (ongoing). **DS: Technology**: Teachers build skills through practice, sharing, and analysis of technology integrated in student community service project and student work.	• Technology expert • Principal • Staff • Coordinator
Week 20	**AS: Interdisciplinary Teacher Team**: Develop problem-solving, standards-based learning projects of significance and relevance to student world. **DS: Interdisciplinary Team**: Continue lesson planning and	• Principal • Teacher Teams

Tentative Schedule	Topic	Facilitator
	assessment design for student projects and student collaboration.	
Week 21	**AS: CELDT Data:** Review of new CELDT results to identify students for reclassification and analyze trends to inform instruction. **DS: Reclassification:** Review criteria and reclassify qualifying students. Develop interventions for struggling students.	• Principal • EL coordinator • Staff • Intervention teachers
Week 22	**AS: Exhibitions:** Prepare, manage, assess student community service projects for exhibition. **DS: Budget Planning for next school year:** Discuss student needs, funding priorities, and resources to assist budget decisions.	• Principal • Staff • Community Resource Coordinator
Week 23	**AS: Progress Monitoring:** Analyze student progress in instruction and intervention using periodic assessments. Identify struggling students. Set and adjust student goals to meet targeted learning rate. **DS: Teachers Collaborate:** Choose and develop intervention lessons and/or formative assessments.	• Principal • Intervention Teachers • Staff
Week 24	**AS: Lesson Study:** Teachers review assessment data to choose content area, targeted skill or concept reflective of student need to engage in lesson study. **DS: Lesson Study:** Teachers choose a lesson and plan whole group and small group instruction and delivery, including strategies. Develop 3-day schedule.	• Principal • Intervention teachers • Staff
Week 25	**AS: Technology:** Teachers receive targeted instruction to build capacity in order to build student capacity (ongoing). **DS: Technology:** Teachers build skills through practice, sharing, and analysis of technology integrated in student community service project and student work.	• Technology expert • Principal • Staff • Coordinator
Week 26	**AS: Conference Feedback:** Teachers self-reflect on conference process, and plan for refinement. **DS: Exhibition Feedback:** Teachers reflect on exhibitions to refine next exhibition event and student projects/presentations.	• Principal • Staff
Week 27	**AS: Community School and Working with Families:** Develop and maintain strong and respectful partnerships with school families. **DS: Working with Volunteers:** Reflect on effective training of college and other volunteers and their impact on student learning. Refine plans and schedules as indicated by data.	• Community Resource Coordinator • Community Outreach team • Principal • Staff
Week 28	**AS: Staff Survey:** Reflect on teacher perception of effectiveness of school programs.	• Principal • Staff

Tentative Schedule	Topic	Facilitator
	DS: **Partnership Dialogue:** Continue collaborative planning for college going culture on school campus.	• Counselor
Week 29	AS: **Progress Monitoring**: Analyze student progress in instruction and intervention using periodic assessment data. Identify struggling students. Set and adjust student goals to meet targeted learning rate. DS: **Teachers Collaborate**: Choose and develop intervention lessons and/or formative assessments.	• Principal • Intervention teachers • Staff
Week 30	AS: **Interdisciplinary Teacher Teams**: Develop problem-solving, standards-based learning projects of significance and relevance to student world DS: **Interdisciplinary Teams**: Continue lesson planning and assessment design for projects	• Principal • Teacher Teams
Week 31	AS: **Technology**: Teachers receive targeted instruction to build capacity in order to build student capacity (ongoing). DS: **CST testing**, no DS professional development this week	• Technology expert • Principal • Staff
Week 32	AS: **Exhibitions**: Prepare for, manage, and assess year end student community service project, exhibition. DS: **CST testing**, no DS professional development this week (Tentative)	• Principal • Staff • Community Resource Coordinator
week 33	AS: **Interdisciplinary Teams**: Plan community service projects for the fall. DS: **Technology**: Teachers build skills through practice, sharing and analysis of technology integrated student work. Plan for future needs.	• Principal • Teacher Teams • Technology Expert • Community Outreach Team
Week 34	AS: **Summer Assistance**: Teachers explore and plan academic and social opportunities for students over the summer. DS: **Student Progress**: Teachers review data to determine student and class success and continuing needs, reclassify students, determine ELD grades for final report period.	• Principal • Staff • Intervention teachers
Week 35	AS: **Teacher Articulation**: Share grade level priorities vertically, to plan for next school year. DS: **Reorganization of Classes for next school year**	• Principal • Staff
Week 36	AS: **Community School**: Plan for fall community service projects. DS: **Community School and Partnerships**: Reflect and analyze the year's community service projects and articulate next steps for the cohort of students.	• Principal • Community Resource coordinator • Community Outreach team
Week 37	AS: **Survey of Teacher learning needs** to plan PD calendar for	• Principal

Tentative Schedule	Topic	Facilitator
	next year. **DS: Team Teaching:** Reflect, refine, and make necessary adjustments.	• Staff • Teaching Teams
Week 38	**AS: Culture of Celebration:** Culminating activities to celebrate school and student successes with the entire school community. **DS: Closing the school year:** Complete record keeping, textbook inventory, etc.	• Principal • Community Outreach team • Partner consultants • Staff

Local District 2 Structure for Professional Development 2011-12

Activity	July	August	September	October	November	December	January	February	March	April	May	June
Prin. PD		8/9-10 Principal	9/21 Team	10/19 Team	11/9 Team	12/7 Principals	1/18 Principals	2/15 Team	3/21 Team	4/18 Team	5/16 Principals	6/6 Team
AP PD				10/12 APEIS				2/16 APEIS		4/19 APEIS		
PLC ES/Sec				10/28 Sec 8:00-11:30 ES 1:00-4:00	11/18 Sec 8:00-11:30 ES 1:00-4:00	12/2 Sec 8:00-11:30 ES 1:00-4:00	1/27 Sec 8:00-11:30 ES 1:00-4:00	2/24 Sec 8:00-11:30 ES 1:00-4:00	3/16 Sec 8:00-11:30 ES 1:00-4:00	4/27 Sec 8:00-11:30 ES 1:00-4:00	5/25 Sec 8:00-11:30 ES 1:00-4:00	
Coord/Coach Meeting			9/15 New Coord. 9/26 ES 9/28 Sec	10/24 ES 10/26 Sec	11/14 ES 11/16 Sec	12/12 ES 12/14 Sec	1/23 ES 1/25 Sec	2/9 New Coord. 2/22 ES 2/23 Sec	3/26 ES 3/28 Sec			6/14 ES 6/15 Sec
Title III Coach		8/24	9/9	10/7	11/7		1/13	2/3	3/2	4/13		6/1
RLA/ELD Facilitators				10/3 3:15-5:15	11/7 3:15-5:15	12/5 3:15-5:15		2/6 3:15-5:15	3/5 3:15-5:15	4/9 3:15-5:15	5/7 3:15-5:15	
RTI Cohort II				10/26	11/16			2/22				
RTI Cohort III				10/5	11/2			2/1				
ELA/Math Dept. Chair			9/26 ELA 3:30-5:00	10/31 Math 3:30-5:00	11/28 ELA 3:30-5:00		1/30 Math 3:30-5:00	2/27 ELA 3:30-5:00	3/26 Math 3:30-5:00	4/30 ELA 3:30-5:00	5/31 Math 3:30-5:00	
Teach/Learn Evaluation	7/18-22	8/1-5 8/15-19										
PSC 3.0		8/10 4:00-6:00	9/16, 9/23, 9/30 4:00-6:00	10/7 4:00-6:00								
PSC 2.0												
PSC 1.0												
PI Plan Writing			9/16 – YR1	10/6- YR3	11/3-YR4 11/30-YR5	12/1-YR5						
SPSA		8/31 VRHS #5										
CEAC				10/4	11/1 11/10 - Officers	12/6		2/7		4/17 – Spring Conference	5/15	
ELAC				10/11	11/8 11/10 - Officers	12/13		2/14		4/10 –Spring Conference	5/8	
PCAC				10/5	11/2			2/1			5/2	
LD2 Instructional Team		8/3 8:30-10:00	9/27 8:30-10:00	10/25 8:30-10:00	11/22 8:30-10:00	12/13 8:30-10:00	1/31 8:30-10:00	2/28 8:30-10:00	3/27 8:30-10:00	4/24 8:30-10:00	5/22 8:30-10:00	6/19 8:30-10:00

1/26/11

Velazquez' Group Triad Visitation Schedule 2011/2012

At the August Principal's meeting, the LD2 triad work was discussed and the schedule below for was collaboratively determined for school visitation in our director group. Feedback to the school visited will be positive/ on areas of strength.

Oct. 19, 2011	Nov. 9, 2011	Feb. 15, 2011	Mar. 21, 2011	April 18, 2011
Fair	Sylmar	Osceola	Fair	Osceola
Harding	Gridley	Vista del Valle	Harding	Vista del Valle
Morningside	Hubbard	Arminta	Morningside	Hubbard
Valerio	Sylvan Park	Broadous	Valerio	Sylvan Park
Brainard	Glenwood	Lankershim	Brainard	Glenwood
Toluca Lake	Sunland	Kester	Sunland	Kester
Pinewood	Beachy	Canterbury	Pinewood	Beachy

The purpose of these visits is
- to ensure that schools have regularly scheduled grade level/team professional development
- to ensure that administrative teams (administrators) conduct classroom visitations and provide teachers feedback
- assist in the refinement of the team's use of the Problem Solving Process
- increase the implementation of effective practices in classrooms

Additional observable goals are:
- updated agreements regarding the Three Practices
- all classrooms implementing the agreements regarding the Three Practices
- all classrooms will have the RLA/Math standards posted

The schedule will be:

Morning Discussion Session:	8:00 a.m.-9:40 a.m. (School)
Classroom Visits:	9:40 a.m.-11:30 a.m. (School)
Reflective Conversation:	1:00 p.m.-2:30 p.m. (Pickwick)

Reminders:
- Teams should be divided into two or three smaller teams so as to not disrupt instruction.
- Smile as you enter the classroom.
- Do not take notes or talk to students in the classroom
- Note areas of positive potential/strength.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Local District 2
Classroom Instructional Observation Tool 2011-12

I. How is the Teacher directing the Instruction?

II. How are the Students engaged in the Instruction?

III. School Focus

APS/ mv 8/23/11

Draft

Commitment to Work Agreement
2012-2013 (Subject to Staff Approval)

As a teacher at Sylmar Leadership Academy, I agree to

- Advocate the Mission and Vision of the school
- Model leadership principles for my students, parents, and community
- Learn, plan, and instruct grade level standards within the District Core Curriculum on a daily basis with high expectations for all of my students
- Use assessment data to guide instruction to meet the needs of my students
- Communicate to parents the progress of their child on a regular basis by sending home completed work at least bimonthly and sending home assessment scores throughout the reporting period
- Collaborate with my colleagues to share best practices and create in-depth lessons that meet the needs of my students
- Remain on campus to plan and prepare for instruction for one of my two contracted additional hours off campus (Teacher on campus obligation: 30 minutes prior to start time and one hour after dismissal)
- Conduct parent workshops throughout the school year to assist with student learning
- Share the responsibilities with colleagues of providing a Homework Club to students by giving one hour twice a month to assist students with homework and community projects
- Commit to six years of service at the school
- Be an active participant on at least two committees (adjuncts) to enrich the learning for our students and/or outreach to the community
- Facilitate professional development for my colleagues on a topic of interest/need
- Open my classroom to all as a place for continuous learning for my colleagues, students, and myself
- Make a genuine effort to know the names of students beyond my classroom/classes
- Provide a warm, risk free environment that promotes learning for my students and parents

Individual commitment(s):

_____

_____

_____

Name (Print): _____   Signature: _____

Date: _____

Commitment to the Plan

Our school's design plan outlines a coherent and consistent academic program based on best practices, common vision, clear and universal expectations, careful planning and evaluation of teaching goals, and a supportive professional development environment.

Yes, I have received professional development on the approved plan for <u>VR K- 8 Span School #1</u> and I have read the plan.

Yes, I commit to the expectations and vision of the approved plan at <u>VR K- 8 Span School #1</u>.

_____
(Teacher Signature)

Date: _____

Sylmar Leadership Academy will utilize leadership principles and service-based learning to prepare students to be successful in their future by developing critical thinking skills to solve real life problems. Socially, the work that students will accomplish with the community will strengthen their analytic and communication skills, broaden their sense of civic duty, help them establish connections, and enhance their leadership skills.

Service learning is described by the California Department of Education as:

> *an instructional strategy whereby students learn academic content standards by participating in organized service that addresses community needs and fosters civic responsibility. Service-learning can be incorporated into all disciplines, and it provides a strategy to integrate curriculum across the content areas.*

Students at Sylmar Leadership Academy will participate in service learning projects across all content areas that are aligned to the California Content Standards, and subsequently the Common Core Content Standards. Additionally, projects will be aligned to the themes of *California Treasures* in Elementary School and aligned with History and Science standards in the Middle School. The faculty of Sylmar Leadership Academy will collaborate to determine theme(s) of focus for each grade level. Within the grade level theme(s), students will collaborate with their teachers, parents and mentors to create a service project designed to cultivate their leadership skills. The faculty will collaborate to ensure that the eight standards for quality service learning as identified by the National Youth Leadership Council are present in every service-learning project in order to create meaningful teaching and learning experiences.

- **Meaningful Service** - actively engages participants in meaningful and personally relevant service activities.
- **Link to Curriculum** - is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Reflection** - incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
- **Diversity** - promotes understanding of diversity and mutual respect among all participants.
- **Youth Voice** - provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.
- **Partnerships** - partnerships are collaborative, mutually beneficial, and address community needs.
- **Progress Monitoring** – engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
- **Duration and intensity** - has sufficient duration and intensity to address community needs and meet specified outcomes.

Projects will be designed to cultivate student leadership skills as outlined in The Leader in Me, Steven Covey, and the Student Leadership Standards developed by the National Association of Student Councils.

Additionally, students and teachers will engage in each stage of service-learning as identified by the National Youth Leadership Council.
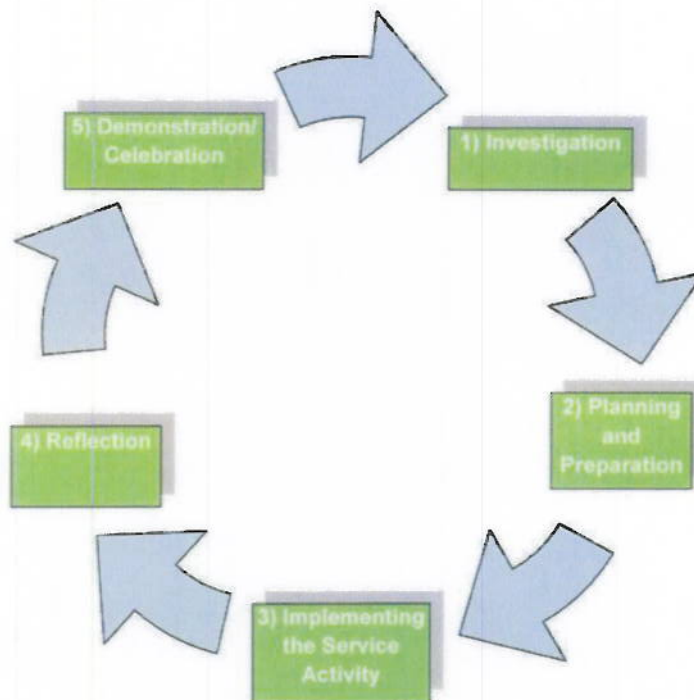
Possible grade level themes for areas of service-based learning could include:

- Animal Protection and Care
- Elders
- Environment
- School Beautification
- Homelessness
- Immigrants
- Literacy
- Recycling
- Bullying and Violence Prevention

Through service-learning projects incorporating leadership principles across the academic curriculum, students of the Sylmar Leadership Academy will develop self-esteem, respect for others, and a commitment to the community beyond the school and will develop the prerequisite skills needed to become effective student leaders who are college-prepared and career-ready.

Mathematics
Grade 4
PASSPORT TO SUCCESS

CST			
Advanced 401-600			
Proficient 350-400			
Basic 300-349			
Below Basic 245-299			
Far Below Basic 150-244			
Year	2008	2009	Goal for 2010

DISTRICT BENCHMARK TESTS			
85-100% exceeds			
65-85% benchmark			
40-65% strategic			
0-40% intensive			
	#1	#2	#3	#4

3-2-1 Plan

3 things that I plan to do to achieve my goal:

1. _____

2. _____

3. _____

2 people who will help me to achieve my goal:

1. _____

2. _____

1 way I will celebrate reaching my goal:

1. _____

Sylmar Leadership Academy

School Year 2012-2013 (LAUSD Early Start Calendar will be used subject to Board Approval)

Month	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					H						▓							▓													
September		▓			H				▓														▓			▓		▓		▓	NA
October																											▓	▓		▓	
November				▓								H	▓					▓				H	▓		▓					▓	NA
December			▓							▓	▓						▓	▓				▓		▓						▓	
January						▓			▓	▓			▓			H	▓			H						▓					
February									▓	▓							▓	▓		▓			▓	▓				NA	NA	NA	
March									▓	▓							▓			H			▓	▓	H	H	H	H	H	▓	
April	H						▓																					H			NA
May												▓																H			
June		▓																												▓	NA

Middle School Regular Day Bell Schedule
Monday, Wednesday, Thursday, Friday

	Start Time	End Time	Length
Period 1/2	7:57 a.m.	9:17 a.m.	80 min
Period 3/4	9:22 a.m.	10:42 a.m.	80 min
Nutrition	10:42 a.m.	10:57 a.m.	15 min
Period 5/6	11:02 a.m.	12:22 p.m.	12:22 p.m.
Advisory I	12:27 p.m.	1:04 p.m.	37 min
6th Grade Lunch	12:22 p.m.	12:52 p.m.	30 min
Advisory II	12:57 p.m.	1:34 p.m.	37 min
7th/8th Grade Lunch	1:04 p.m.	1:34 p.m.	30 min
Period 7/8	1:39 p.m.	2:59 p.m.	80 min

Middle School Banked Day Bell Schedule

	Start Time	End Time	Length
Period 1/2	7:57 a.m.	9:05 a.m.	68 min
Period 3/4	9:10 a.m.	10:18 a.m.	68 min
Nutrition	10:18 a.m.	10:33 a.m.	15 min
Period 5/6	10:38 a.m.	11:46 p.m.	68 min
6th Grade Lunch	11:46 a.m.	12:16 p.m.	30 min
7th/8th period 7/8	11:51 a.m.	12:59 p.m.	68 min
7th and 8th Lunch	12:59 p.m.	1:29 p.m.	30 min
6th period 7/8	12:21 p.m.	1:29 p.m.	68 min

Elementary Regular Day Bell Schedule

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	11:40	12:20	2:22
1st & 2nd Grade	8:10	10:10	10:30	12:00	12:40	2:32
3rd Grade	8:10	10:10	10:30`	12:30	1:10	2:32
4th and 5th Grade	8:10	10:30	10:50	12:30	1:10	2:32

Elementary Banked Day Bell Schedule

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	11:40	12:20	1:22
1st & 2nd Grade	8:10	10:10	10:30	12:00	12:40	1:32
3rd Grade	8:10	10:10	10:30`	12:30	1:10	1:32
4th and 5th Grade	8:10	10:30	10:50	12:30	1:10	1:32

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	Discipline Foundation Policy: School-Wide Positive Behavior Support
NUMBER:	BUL-3638.0
ISSUER:	Donnalyn Jaque-Antón, Executive Officer Educational Services
DATE:	March 27, 2007

ROUTING
Chief Operating Officer
School Site Administrators
School Instructional Staff
School Support Personnel
Deans
Local District Administration
Central Office Administrators
Facilities
Transportation
All Employees

POLICY: Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD. All school level discipline plans will be consistent with the *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) and *Culture of Discipline: Student Expectations* (Attachment B). This will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

The District's adoption of this foundation policy establishes a framework for developing, refining and implementing a culture of discipline conducive to learning. School-wide positive behavior support is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.[1] Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there is to be the appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner.

School-site procedures and practices formed under the auspices of the School Leadership Council must be consistent not only with the tenets of this policy, but also with state and federal laws that require school administrators to utilize positive interventions and means of correction *other than* suspension, transfer or expulsion to resolve disciplinary issues. (See *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* [Attachments A and B]; and *How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System* [Attachment C].)

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[1] Boynton, M. & Boynton, C. (2005). The Educator's Guide to Preventing and Solving Discipline Problems. Alexandria, VA: ASCD.

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MAJOR CHANGES: The development of this Foundation Discipline Policy is the result of a Board Resolution directive. This policy mandates the development of a school-wide positive behavior support and discipline plan consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* including positively stated rules which are taught, enforced, advocated and modeled at every campus. It further mandates staff and parent training in the teaching and the reinforcing of the skills necessary for implementation of this policy.

The policy serves as the framework under which *all* District practices relating to discipline and school safety are to be applied. It is not intended to replace existing bulletins that provide guidance for specific disciplinary practices including a teacher's right to suspend a student from class with cause. See RELATED RESOURCES for an index of related bulletins, reference guides, board resolutions and other relevant District materials.

GUIDELINES: I.   A CULTURE OF DISCIPLINE

This policy establishes *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.

A. The District's *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) establishes a standard for all LAUSD schools. All District schools are required to align their school's discipline plans and rules to this District standard. The goal is to maximize consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to understand and model the *Culture of Discipline: Guiding Principles for the School Community* and implement them at every institutional level.

B. *Culture of Discipline: Student Expectations* (Attachment B) provides additional guidance to students regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

II.   RESPONSIBILITIES

The successful implementation of this policy is everyone's responsibility. Every student, parent/caregiver, teacher, administrator, school support personnel, school staff, Local District staff, Central Office staff, visitor and

community member engaged in educational activities has a role. This includes:

1. Supporting a school-wide positive behavior support and discipline plan consistent with the tenets of this policy.
2. Knowing, communicating and consistently monitoring this policy, the *Culture of Discipline: Guiding Principles for the School Community*, and the school-wide positive behavior support and discipline plan.
3. Maintaining open lines of communication between staff, students and parents/caregivers.
4. Using positive response strategies and appropriate corrective feedback for disruptive students (see Attachment I).
5. Collaborating and partnering with after-school programs and outside agencies, when appropriate.

A. Student Responsibilities:
Students are expected to learn and model *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors and attitudes for peers (see *Student Tips*, Attachment D).

B. Parent/Caregiver Responsibilities:
Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the school-wide positive behavior support and discipline plan. They are to be familiar with and model *Culture of Discipline: Guiding Expectations for the School Community* and *Culture of Discipline: Student Expectations*. They will review the *Culture of Discipline: Student Expectations* and school rules with their children, reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct (see *Parent/Caregiver Responsibilities*, Attachment E). If misconduct escalates, the parent/caregiver will work with the school as a collaborative partner to address the student's needs. It is mandated that training be available for parents/caregivers on this policy.

C. Teacher Responsibilities:
Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling *Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations* and school rules.

2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district or state-approved violence prevention curriculum that teaches social-emotional skills (as required by federal and state guidelines) in elementary and middle schools. May be augmented by other approved programs selected by the School Leadership Council.
6. Following the behavior support plan for students with disabilities, available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor misconduct.
8. Reporting the behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual available in July 2007).

D. School Administrator Responsibilities:
Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and with community support, are responsible for establishing a caring school climate and safe environment. School administrators must ensure that the *Culture of Discipline: Guiding Principles for the School Community* will be taught, enforced, advocated, communicated and modeled to the entire school community, and that school practices are consistent with the tenets of this policy. The school administrator is responsible for issuing a written invitation to all stakeholders (including parents, teachers, classified administrators, and students) to participate in a school-wide discipline leadership team, under the auspices of the School Leadership Council. The team will assist the School Leadership Council in monitoring the implementation of the school-wide positive behavior support plan. Every school administrator is to ensure:

1. The development and implementation of a school-wide positive behavior support and discipline plan consistent with the *Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations*. (See *How To Establish And/Or Refine An Effective School-Wide Positive Behavior Support System* [Attachment C] and *School Resource Survey*, [Attachment F].)
2. The inclusion of *Culture of Discipline: Guiding Principles for the School Community, Culture of Discipline: Student Expectations* and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community.

3. A method for recording, collecting and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decision-making from the individual student through the school-wide student population.

4. Providing training and support for staff and parents/caregivers in maintaining an environment conducive to learning.

5. The implementation of the district or state-approved violence prevention curriculum in elementary and middle schools.

6. The consistent application of reasonable alternatives to suspension (see *Top Ten Alternatives to Suspensions,* Attachment G), expulsion and opportunity transfers that includes the use of equitable consequences that are consistent with law and District policy.

7. The use of multi-disciplinary teams, including Student Success Team (SST) and Coordination of Support Team (COST), to evaluate and recommend solutions to behavior problems.

8. Collaboration and partnerships with after-school programs and outside agencies, when appropriate.

9. Assembling a collaborative team with appropriate staff and the parent/caregiver(s) to address the escalated behaviors for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual), and design and implement an effective individualized behavior support plan that may include, but is not limited to:
   a. Intensive behavioral supports and strategies
   b. Adapted curriculum and instruction
   c. Communication strategies.

E. School Support Personnel Responsibilities:
School support personnel are responsible for teaching, enforcing, advocating and modeling *Culture of Discipline: Guiding Principles for the School Community,* and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. School support personnel is responsible for monitoring, reinforcing and acknowledging appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will work collaboratively with teachers and other school and District personnel to develop and implement plans for more intensive instruction and support, which includes working with District and community resources.

F.   School Staff Responsibilities:
Members of the school staff have a particularly important role in fostering a positive school climate. School staff is responsible for teaching, enforcing, advocating and modeling the *Culture of Discipline: Guiding Principles for the School Community,* and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. Each individual shall monitor, reinforce and acknowledge appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules, and provide positive corrective feedback for any misconduct. School staff engaged in supervisory responsibilities should be particularly aware of the important role that they have in maintaining and supporting appropriate student behavior. This includes knowledge of behavior support plans for students with disabilities.

G.   Local District Staff Responsibilities:
Each Local District Superintendent shall be responsible for teaching, enforcing, advocating and modeling this policy to Local District staff and school administrators. The Local District Superintendent shall also designate a team of Local District administrators, which may include the Administrator of Instruction, Directors of School Services and Operations Coordinators, who shall ensure the successful implementation of and ongoing compliance with this policy through support and guidance.

Local District staff, in collaboration with school-site staffs, shall also be responsible for taking an active role in providing appropriate support and technical assistance to schools and School Leadership Councils to:
1.   Identify, develop and maintain prevention and intervention activities consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations.*
2.   Analyze data, monitor and evaluate school practices in order to address situations where practices need to be strengthened.
3.   Develop on-site procedural steps to assist with choices and options when addressing individual student misconduct.
4.   Broaden the adoption and implementation of alternatives to suspension, and the reduction in the use of opportunity transfers by ensuring that all deans participate in mandatory central district training.
5.   Oversee schools' efforts to maintain relationships with outside community partners.
6.   Utilize data in the allocation and provision of base professional development in school-wide positive behavior support for any new staff.
7.   Ensure that the local district parent ombudsperson works collaboratively with the operations administrator and other local

district staff on implementing this policy and fielding and resolving concerns and complaints from all stakeholders.

In order to align instruction and behavior, this assistance is to be embedded into the ongoing support given to schools in the area of instruction.

H.   Central Office Staff Responsibilities:
The Superintendent communicates to all District staff, using a variety of means, that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff shall teach, enforce, advocate, communicate and model this policy and *Culture of Discipline: Guiding Principles for the School Community* by playing an active, supportive role in assisting schools, School Leadership Councils and Local Districts with the implementation of this policy including, but not limited to:

1.   Developing and coordinating training for parents, behavior seminars for students and professional development for all employees.
2.   Ensuring appropriate data collection, monitoring and evaluation systems.
3.   Using effective communication strategies (see Resource Manual) including EC 49079 notification to all teachers as specified in BUL-38, "Mandated Reporting of Certain Student Behavior."
4.   Developing and providing a Resource Guide to assist schools in utilizing and coordinating programs and resources with uniform forms to be used district-wide.
5.   Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
6.   Using systematic data analysis to determine needs for more supports and improved community day school options.
7.   Ensuring alignment with all District offices, programs, policies and initiatives.
8.   Identifying and maintaining an independent auditor to investigate complaints and to assist in resolving issues presented by all stakeholders regarding violations of this policy.

A very small percentage of students do not respond to the most intensive intervention and are not receiving an appropriate education on a comprehensive school campus. Appropriate personnel at the school site shall identify these students, inform the District and recommend alternative placement options. The District must address student needs in selecting appropriate placement options. The District must use systematic data analysis as one indicator of the need for a more supportive and individualized environment and enhanced Community Day School Options.

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I. Visitor Responsibilities:
It is expected that all visitors will act in accordance with *Culture of Discipline: Guiding Principles for the School Community* while on District property and at District or school-sponsored activities or events (see LAUSD *Parent-Student Handbook*).

J. Community Member Responsibilities:
The community benefits from safe schools and members are expected to follow *Culture of Discipline: Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

III. PREVENTION/INTERVENTION

A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention (see *Three-Tiered Approach*, [Attachment H] and Resource Manual).

Each school, under the auspices of the School Leadership Council, will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed.

A. Establish Rules Consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.

B. Provide for Effective Intervention
Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources;

and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.

C. Use a Team Approach for Intensive Intervention
A few students require the most intensive level of intervention. Within the scope of their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.

IV. CONSEQUENCES FOR STUDENT MISCONDUCT

Anything that follows a behavior is a consequence; positive or negative. Consequences should be consistent, reasonable, fair, age appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again. (see *Consequences/School Response Reference Guide*, Attachment I).

V. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to capacitate classroom staff in meeting the challenge of fully educating students including the teaching and modeling of appropriate behavior. Professional development, as selected by the School Leadership Council, must:
1. Support the differentiated roles and responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.

2. Address preventive plans including strategies for ensuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum; strategies for classroom management; behavioral expectations; and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all parent training, student behavior seminars, and professional development offered to all employees.
6. Include centrally organized and implemented training for deans so that they are trained upon election. Such training for deans and other staff involved in student discipline will include the use of data analysis to differentiate what is offered to schools.

VI.   MONITORING & EVALUATION

The Central Office will put systems in place to aid schools, Local Districts and the Central Office in data collection, feedback and assessment to facilitate the goal of creating a positive school culture that is conducive to optimal student learning. Such data will be utilized to support decisions in allocating professional development and support. These data will allow schools to adjust school-wide, classroom and individual student intervention and prevention.

The Central Office will oversee ongoing and systematic review and evaluation which will include an analysis of:
1. Policy implementation.
2. Communication mechanisms.
3. Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

A District-level School-Wide Positive Behavior Support Task Force of representative stakeholders will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will develop criteria to be used to monitor the implementation and sustainability of this policy throughout the District. The task force and auditor will:
1. Implement and review roles and responsibilities.
2. Review and provide input in the proposed Resource Manual as well as existing and proposed policies regarding student discipline for

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coherence, omissions, alignment, and consistency with this policy, and submit recommendations.
3. Review complaint procedures and responses.
4. Access and analyze data by school and Local District.
5. Review data including suspension, expulsion, opportunity transfer, office referrals, and outside monitoring information.
6. Augment district responses to campuses in crisis situations by, acting as representatives of their stakeholder groups, participating in meetings and providing input.
7. Provide recommendations to the Board of Education.

VII. COMMUNICATION

To successfully implement this policy and its underlying philosophy, it must be consistently communicated to the entire LAUSD community by District officials, school administrators and employees at every level.

Every District school and office shall post copies of *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for public view. Additionally, school staffs, through the auspices of their School Leadership Council, are strongly encouraged to develop their own innovative strategies for communicating and teaching the tenets of this policy for broad dissemination of their school's behavior support and discipline plans. Parents/caregivers, students and school staff members should actively participate in this process.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

California Education Code, Section 48900-48927
Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

RELATED
RESOURCES: In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005

Board Resolution, "Reactivation of District's Human Relations Education Commission," passed May 10, 2005

Modified Consent Decree, http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm, of particular relevance to this Bulletin are:
- Outcome 5: Reduction of Long-Term Suspensions
- Outcome 17: IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports
- Outcome 18: Disproportionality

Policy Bulletin No. BUL-Z-14, "Guidelines for Student Suspension," issued March 15, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-38, "Mandated Reporting of Certain Student Behavior," issued January 3, 1994, by the Office of the Deputy Superintendent, Operations

Policy Bulletin No. BUL-H-50, "Behavior Intervention Regulations," issued September 8, 2004, by the Office of Special Education

Policy Bulletin No. BUL-Z-58, "Opportunity Transfers," issued April 20, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-61, "Guidelines for Student Expulsion," issued April 11, 1994, by the Office of the Deputy Superintendent

Policy Bulletin No. BUL-Z-73, "Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol and Tobacco," issued November 12, 2002, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-847, "Referral to Community Day School," issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-1038, "Anti-bullying Policy," issued June 1, 2004, by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, "Sexual Harassment Policy," issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1347, "Child Abuse and Neglect Reporting Requirements," issued November 15, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1119, "Threat Assessment," issued July 12, 2004, by the Office of the Chief Operating Officer

Reference Guide, REF-1242, "2004-2005 Update of Safe Schools Plans Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures)"

Policy Bulletin No. BUL-1287, "Student Attendance Policy," issued February 17, 2004, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-1292, "Attendance Procedures for Elementary and Secondary Schools," issued July 28, 2005, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, "Responding to and Reporting Hate-Motivated Incidents and Crimes," issued November 11, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, "Establishment and Documentation of Intervention for Students Suspected of Emotional Disturbances," issued October 31, 2005, by the Office of Special Education

Policy Bulletin No. BUL-2130, "Section 504 and Students With Disabilities," issued December 14, 2005, by the Office of the General Counsel

"Blueprint for Implementation of the Action Plan for a Culturally Relevant Education," issued June 2001, by the Office of Instructional Services

"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

"Parent-Student Handbook," issued annually by the Los Angeles Unified School District

"Visitors Handbook" issued by the Los Angeles Unified School District

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Sprick, R. (1998). CHAMPs: A Proactive Approach to Classroom Management Eugene, OR: Pacific Northwest Publishing.

Sprick, R. (2006). Discipline in the Secondary Classroom. Eugene, OR: Pacific Northwest Publishing

ASSISTANCE: For assistance or further information, please contact Hector Madrigal, Director, Pupil Services, at (213) 241-3844; Nancy Franklin, Coordinator, Behavior Support, at (213) 241-8051; Rochelle J. Montgomery, Associate General Counsel II, Office of the General Counsel, at (213) 241-7648; or your Local District Pupil Services and Attendance (PSA) Field Coordinator.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	Middle School Culmination Activity and Certificate of Completion
NUMBER:	BUL-3815.0
ISSUER:	Michelle King, Interim Chief Instructional Officer, Secondary
DATE:	November 15, 2007

ROUTING
Local District Superintendents
Local District Directors of Instruction
Middle School Principals
Middle School Administrators
Middle School Teachers

POLICY: This policy identifies the Middle School Culmination Activity and the issuance of a Middle School Certificate of Completion as benchmarks toward high school graduation effective for sixth grade students beginning in the 2008-09.

MAJOR CHANGES: This is a new Bulletin clarifying criteria for participation in the Middle School Culmination Activity and earning a Certificate of Completion that augments Bulletin No. BUL-721 (Rev.) *Eighth Grade Standards-Based Promotion Policy, Parent Notification, Documentation and Appeal Process*, dated December 17, 2003.

PURPOSE: The Los Angeles Unified School District recognizes that key indicators regarding the student achievement of middle school students require a systemic plan for creating an environment and culture that will support improved student achievement and social and emotional growth. In order for middle school students to meet the increased expectations of passing the CAHSEE and meeting A-G Requirements, students must leave middle school prepared for these challenges.

The Culmination Activity and Certificate of Completion Policy were developed to provide district-wide consistency. This policy is a component of the Middle School Accountability Plan that supports student achievement and identifies criteria that will guide the student in preparing for matriculation from middle school to high school. Essential to the reform effort is the belief that all students can learn and are capable of mastering middle school standards and pass all classes in the sixth through eighth grade. Supports are identified within the Middle School Accountability Plan that assists students in meeting these expectations.

GUIDELINES: I. CRITERIA FOR MIDDLE SCHOOL CERTIFICATE OF COMPLETION

Students will receive a District approved Certificate of Completion if they meet minimum requirements for grades six through eight as indicated below or utilize one of the options open to students who do not meet the minimum requirements:

A. Passing all courses

B. Meeting Standards-Based Promotion criteria, BUL-721 (Rev.) (See Attachment A)

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II. CRITERIA FOR MIDDLE SCHOOL PARTICIPATION IN THE CULMINATION ACTIVITY

Participation in the eighth grade culmination activity includes:

A. Passing all courses in grades six through eight

B. Having no more than two U's in Cooperation during the eighth grade year (the two U's must come from different teachers when the student's schedule reflects multiple teachers)

C. Having no more than Two U's in Work Habits for the eighth grade year (the two U's must come from different teachers)

D. Having an attendance rate of 95% for grades six through eight excluding a serious, chronic, or major illness

E. Abiding by school and District policies with respect for student conduct and school property

III. SUPPORT FOR ENSURING SUCCESS

In order to provide middle school students with the opportunity to meet culmination activity and completion of certificate requirements, middle schools will utilize the Individual Culmination Plan (see ICP: Attachment B), and if available, have the following systems/programs in place beginning in the sixth grade to:

A. Celebrate and reinforce student achievement

B. Identify at-risk students early and enroll in appropriate intervention

C. Provide academic intervention programs during the school day

D. Provide an attendance recovery program

E. Provide alternative instructional settings and option programs

F. Ensure frequent and consistent school to home communication

G. Initiate clubs and/or activities to motivate students to stay in school

H. Institute an adult mentoring program for at-risk students

IV. OPTIONS FOR STUDENTS NOT MEETING THE CULMINATION ACTIVITY AND CERTIFICATE OF COMPLETION REQUIREMENTS

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Students who do not initially meet requirements for participation in the Culmination Activity and earning the Certificate of Completion during grades six through eight may utilize the following options:

A. Earn a "C" or better in the second semester of the same course that demonstrates significant improvement to counter-balance a first semester "Fail"

B. Attend and pass intersession and/or summer school to offset a "Fail"

C. Engage in and successfully complete a pre-approved community service to raise work habits and cooperation marks

D. Participate in a District provided attendance recovery program

E. Request review by the school site Culmination Appeals Committee

V. MONITORING AND APPEAL PROCESS
If a student does not meet minimum culmination or certificate of completion requirements, an appeal request may be made in grades six through eight.

A. School Site Level
1. A Culmination Monitoring and Appeals Committee exists at each school site to address the concerns brought forward by parents and school staff as soon as a child becomes at-risk. At a minimum, the committee must include a counselor, a school site administrator, a teacher, and a community representative
2. The Committee response will be provided in writing and by phone within three school days following the appeal
3. If parents/guardians do not agree with the Committee's decision they may appeal to the school site principal within 3 days by phone or in writing.
4. A decision by the principal will to be made within three school days following the appeal

B Suggested Monitoring and Appeal Committee Considerations
1. Demonstrating proficiency on CST in English/Language Arts and Math
2. Extenuating circumstances that affect attendance and/or academic achievement
3. Demonstrating significant improvement in sixth through eighth grades

C. Local District Level
1. If parents/guardians do not agree with the school's decision they may appeal to the local district

2. The local district decision is final and will be provided by phone and in writing within one school day following the appeal

AUTHORITY: This is a policy of the Los Angeles Unified School District and the Office of Secondary Instructional Support Services.

The following documents help guide middle schools in establishing a climate for student success.

Breaking Ranks In The Middle: Strategies for Leading Middle Level Reform. National Association of Secondary School Principals, Reston, Virginia, 2006.

Caught In the Middle; Educational Reform for Young Adolescents in California Public Schools. California Department of Education, Sacramento, California, 1987.
Taking Center Stage. California Department of Education, Sacramento, California, 2001.

This We Believe; Successful Schools for Young Adolescents. National Middle School Association, Westerville, Ohio, 2003.

Turning Points 2000; Educating Adolescents in the 21st Century. Anthony W. Jackson and Gayle A. Davis. National Middle School Association, Reston, Virginia, 2000.
Turning Points 2000; Educating Adolescents in the 21st Century, Study Guide. Anthony W. Jackson and Gayle A. Davis. National Middle School Association, Reston, Virginia, 2000.

ASSISTANCE: For assistance or further information, please contact the Middle School Programs Director at (213) 241-6040.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT A

LOS ANGELES UNIFIED SCHOOL DISTRICT
Grade 8 Standards Based Promotion Policy

CRITERIA FOR PROMOTION
Mainstream Program: EO, IFEP, RFEP, and PRP

Reading: A score **above** "far below basic" on the California Standards test in English/Language Arts **OR** a *Degrees of Reading Power* unit score at or above 56 **OR** Spring Final Report Card English grade of D or above

AND

Mathematics: A score of "*basic*" or above on the California Standards Test in mathematics from the previous year **OR** Spring Final Report Card Mathematics grade of D or above

All Programs: English Learners in ESL courses:
Overall CELDT score as follows:

Students Enrolled in	Minimum CELDT score
ESL 1A/1B	1
ESL 2A	2
ESL 2B/ESL 3	3
ESL 4	4

AND

Pass Fall or Spring ESL Block

CRITERIA FOR RETENTION
Mainstream Program: EO, IFEP, RFEP, and PRP

Reading: A score of "far below basic" on the California Standards test in English/Language Arts **AND** a *Degrees of Reading Power* unit score at or below 55 **AND** Spring Final Report Card English grade of Fail

OR

Mathematics: A score of "*far below basic*" or "*below basic*" on the California Standards Test from the previous school year **AND** Spring Report Card Mathematics grade of Fail

All Programs: English Learners in ESL courses:
Overall CELDT score as follows:

Students Enrolled in	CELDT score or below
ESL 1A/1B	N/A
ESL 2A	1
ESL 2B/ESL 3	2
ESL 4	3

AND

Fail on Fall and Spring ESL Block on Final Report Card

MANDATORY PARTICIPATION IN INTERVENTION
Mainstream Program: EO, IFEP, RFEP, and PRP

Reading: A score of "far below basic" on the California Standards test in English/Language Arts **AND** a *Degrees of Reading Power* unit score at or below 55 **AND** Spring Final Report Card English grade of Fail

AND/OR

Mathematics: A score of "*far below basic*" or "*below basic*" on the California Standards Test from the previous school year **AND** Spring Report Card Mathematics grade of Fail

All Programs: English Learners in ESL courses:
Overall CELDT score as follows:

Students Enrolled in	Minimum CELDT score
ESL 1A/1B	N/A
ESL 2A	1
ESL 2B/ESL 3	2
ESL 4	3

AND

Fail on Fall and Spring ESL Block on Final Report Card

Students with disabilities qualify to participate in Standards-Based Promotion Mandatory and Voluntary Summer School/ Intersession Programs if they meet the eligibility criteria as indicated on their IEP's. Attendance is in lieu of ESY.

Appendix B38

Los Angeles Unified School District

MIDDLE SCHOOL INDIVIDUALIZED CULMINATION PLAN

Name: _____ Last Name _____ First Name _____ Middle Initial

DOB: _____ Track: _____ PLE: _____

STUDENT ID: _____ English Learner (EL/LEP) Yes ☐ No ☐ (ESL ☐ PRP ☐ RFEP ☐) Date _____

IEP Current: Yes ☐ No ☐ N/A ☐ Date: _____ If yes, ITP Attached (14+ yrs) Yes ☐ No ☐

CST	5	6	7
ELA			
Math			

SIXTH GRADE FALL	Mark	Work Habits	Cooperation
English/ESL			
DRWC/ESL			
Math			
Science/Health 6			
World History			
Elective			
PE			
Interventions			

A goal I have for myself

SIXTH GRADE SPRING	Mark	Work Habits	Cooperation
English/ESL			
DRWC/ESL			
Math			
Science/Health 6			
World History			
Elective			
PE			
Interventions			

A goal I have for myself

SEVENTH GRADE FALL	Mark	Work Habits	Cooperation
English/ESL			
DRWC/ESL			
Math/Algebra 1			
Science or Health			
World History			
Elective			
PE			
Interventions			

A goal I have for myself

SEVENTH GRADE SPRING	Mark	Work Habits	Cooperation
English/ESL			
DRWC /ESL			
Math/Algebra 1			
Science or Health			
World History			
Elective			
PE			
Interventions			

A goal I have for myself

EIGHTH GRADE FALL	Mark	Work Habits	Cooperation
English/ESL			
DRWC/ESL			
Algebra/Algebra Readiness/Geometry			
Science 8			
US History			
Elective			
PE			
Interventions			

A goal I have for myself

EIGHTH GRADE SPRING	Mark	Work Habits	Cooperation
English/ESL			
DRWC/ESL			
Algebra/Algebra Readiness/Geometry			
Science 8			
US History			
Elective			
PE			
Interventions			

A goal I have for myself

Parent's/Guardian's Signature _____ Date _____ Student's Signature _____ Date _____ Counselor's Signature _____ Date _____

Copy Distribution: Counselor's Copy Parent/Guardian's Copy Student's Copy

BUL-3815.0
Instructional Services

November 15, 2007

Los Angeles Unified School District
Secondary Instructional Support Services

(SCHOOL LETTERHEAD)

PARENT LETTER REGARDING NEW MIDDLE SCHOOL CULMINATION AND CERTIFICATE
OF COMPLETION POLICY

Date: _____

Dear Parent/Guardian:

The Los Angeles Unified School District has adopted a *Middle School Culmination Activity and Certificate of Completion* policy effective for sixth grade students beginning with the 2008-2009 school year. This policy is a component of the Middle School Accountability Plan that supports student achievement and identifies criteria that will guide the student in preparing for matriculation from middle school to high school. Essential to the reform effort is the belief that all students can learn and are capable of mastering middle school standards and pass all classes in the sixth through eighth grade. Supports are identified within the Middle School Accountability Plan that assists students in meeting these expectations.

Criteria for Middle School Certificate of Completion
- Students will receive a District approved Certificate of Completion if they meet minimum requirements for grades six through eight as indicated below:
  1. Passing all courses, and
  2. Meeting Standards-Based Promotion criteria identified in BUL-721 (Rev.)

Criteria for Middle School Participation in the Culmination Activity
- Participation in the eighth grade culmination activity includes:
  1. Passing all courses in grades six through eight,
  2. Having no more than two U's in Cooperation during the eighth grade year (the two U's must come from different teachers when the student's schedule reflects multiple teachers),
  3. Having no more than two U's in Work Habits for the eighth grade year (the two U's must come from different teachers),
  4. Having an attendance rate of 95% for grades six through eight excluding a serious or major illness, and
  5. Abiding by school and District policies with respect to student conduct and school property.

Students who do not initially meet requirements for participation in the Culmination Activity and earning the Certificate of Completion during grades six through eight may utilize the following options:
- Earn a "C" or better in the second semester of the same course that demonstrates significant improvement to offset a first semester "Fail",
- Attend and pass intersession and/or summer school to offset a Fail,
- Engage in and successfully complete a pre-approved community service to raise work habits and cooperation marks,
- Participate in a District provided attendance recovery program, and
- Request a review by the Culmination Appeals Committee that will be in place at the school site beginning at the first five-week marking period in the sixth grade year.

We, at _____ School, will work closely with you and your child to promote student academic achievement.

Sincerely,

_____
Principal

ANEXO C

Distrito Escolar Unificado de Los Ángeles
Servicios de Apoyo Educativo de Secundaria

(SCHOOL LETTERHEAD)

CARTA A LOS PADRES DE ESTUDIANTES EN REFERENCIA A LA NUEVA NORMATIVA DE CULMINACIÓN
Y CERTIFICADO DE ESTUDIOS DE SECUNDARIA

Fecha: _____

Estimados Padres de Familia o Tutores:

El Distrito Escolar Unificado de Los Ángeles ha adoptado una nueva normativa de Actividades de Culminación y Certificado de Estudios de Secundaria *[Middle School Culmination Activity and Certificate of Completion]* que rige para todos los estudiantes de sexto grado a partir del año lectivo 2008-2009. Dicha normativa forma parte del Plan de Responsabilidad Funcional de Secundaria instituido a fin de fomentar el buen rendimiento académico estudiantil, y define criterios concretos que guían al estudiante en su preparación para la transición de la etapa de secundaria a la preparatoria. En este esfuerzo de reforma es esencial comprender que todos los estudiantes son capaces de aprender y de adquirir pleno dominio de las normas académicas estipuladas para secundaria, además de aprobar todas las clases de sexto a octavo grado. Este Plan de Responsabilidad Funcional de Secundaria define elementos de apoyo que asistirán al estudiante a lo largo del camino para cumplir con dichas expectativas.

Criterios para obtener el Certificado de Estudios de Secundaria
* El estudiante recibirá el Certificado de Estudios de Secundaria aprobado por el Distrito siempre que cumpla con los requisitos mínimos estipulados para el grado sexto al octavo, según se especifica a continuación:
  1. Aprobar todas las materias, y
  2. Cumplir con los criterios de promoción basados en las normas académicas, según se define en el BOLETÍN-721 (Rev.)

Criterios para poder participar en las Actividades de Culminación de Estudios de Secundaria
* Para poder participar en las actividades de culminación, el estudiante deberá:
  1. Aprobar todas las materias de sexto a octavo grado,
  2. No tener más de dos "U" en Cooperación durante el octavo grado (las dos "U" deben recibirse de distintos docentes, siempre que el programa académico esté organizado con múltiples docentes),
  3. No tener más de dos "U" en Hábitos de Trabajo durante el octavo grado (las dos "U" deben recibirse de distintos docentes),
  4. Contar con un índice de asistencia de 95% entre sexto y octavo grado, excluyendo faltas por problemas graves de salud, y
  5. Cumplir con todas las normas de la escuela y del Distrito en referencia a conducta estudiantil y la propiedad escolar.

Aquellos estudiantes que inicialmente no cumplan con los requisitos para participar en las Actividades de Culminación y obtener el Certificado de Estudios entre el sexto y el octavo grado, pueden considerar las siguientes alternativas:
* Obtener una "C" o superior en el segundo semestre de la misma materia que demuestre una mejora importante, a fin de compensar con la calificación *"Fail"* [reprobado] obtenida en el primer semestre,
* Asistir y aprobar clases durante el receso escolar y/o a la escuela de verano a fin de contrarrestar una calificación *"Fail"* [reprobado],
* Inscribirse y completar debidamente algún programa preaprobado de servicio comunitario a fin de mejorar las calificaciones en hábitos de trabajo y cooperación,
* Participar en un programa de recuperación de asistencia escolar ofrecido por el Distrito, y
* Solicitar una evaluación de parte del Comité de Apelación de Culminaciones que será instituido en cada escuela a partir del primer período de calificaciones de cinco semanas en el sexto grado.

En la Escuela _____ trabajaremos con su hijo(a) y lo(a) vigilaremos de cerca a fin de promover un buen rendimiento académico.

Atentamente,

_____
Director(a)

10421/ah – Translated by the LAUSD Translation Unit

Sylmar Leadership Academy
Elementary Principal

Job Purpose: Serves as the instructional leader, chief fiscal officer and administrator, and is responsible for creating an educational environment that is rigorous and reflects the mission and vision of the school; responsible for the direction of the instructional program and the operation of the school plant and related facilities.

The Ideal Candidate demonstrates a dynamic, transformational leadership style promoting the success of all students and staff to achieve the outcomes as outlined in the school's vision and mission; demonstrates an ability to develop a cohesive professional learning community committed to cultivating the academic and leadership potential of all students; commits to leading the students and staff at Sylmar Leadership Academy for no less than six years.

Desired Characteristics and Qualifications:
- possess extensive knowledge of standards-based instructional practices for elementary and middle school, including knowledge of inquiry and service-based learning
- possess positive and dynamic leadership skills while fostering the leadership of all students and staff
- communicate and implement a shared vision of high expectations of student academic and leadership achievement
- inspire a culture of excellence centered on the school's vision and mission
- collaborate and engage with families, community members and develop partnerships that are mutually beneficial to both the school and the community
- possess strong interpersonal, oral and written communication skills
- demonstrate ingenuity and creativity in solving problems and working towards results
- respond to or initiate change in order to achieve desired outcomes for all stakeholders
- demonstrate sensitivity and the ability to work with various cultural and ethnic groups
- use reasonable judgment on an issue under consideration resulting in a positive conclusion or solution
- able to analyze and interpret data and create a data and results driven climate
- lead in a manner that demonstrates fairness and objectivity
- examine and consider data and cutting edge research in an innovative and creative manner
- foster a culture of life-long learning throughout the school community
- evidence of turnaround experience and the ability to serve as a change agent in schools
- commitment to continuous improvement and growth

Minimum Requirements and Required Experience for the Principalship must be met as required by the Los Angeles Unified School District. The Principal will perform all essential functions as outlined by the Los Angeles Unified School District.

Appendix F1

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

NAME OF PSC SCHOOL: VR K-8 Span School #1

Applicant Team Name	Size 2009-10 Enrollment	Ethnicity % African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	API 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
Local District 2																													
Elementary Schools	42,276	3.1	80	3.3	14	84	41	12	*	*	51	6	65	8	19.2	35.3	24	46	46.8	62	46.2	61.6	56	62	15.7	7.5			
Middle Schools	18,266	3.5	80	2.8	13	84	24	10	*	*	41	4	28	2	9.1	7.4	4.1	6.2	37.3	25.4	34.9	22.5	44	29	20.2	19.6			

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.
-*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, only list the middle schools your organization manages.
-*School Teams.* Applicant teams that involve the entire school should provide school-level data. If the PSC school is a middle school, provide the data for your middle schools.
-*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.

PSC School Site: VR Span K-8 School #1
a for Olive Vista Middle School

Design Team Name: Local District 2

	Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	36.8	28.9	26	Teachers will implement a customized intervention plan for **ALL** students identified as needing intensive intervention (Tier 3). Teachers will work either independently or in small groups for 40 minutes a day on highly focused instruction. Student progress will be closely monitored on a weekly basis using the CORE assessments and instruction will be modified as indicated. Students will be active participants in developing their intervention plan and will review their own data in order to master the benchmark grade level standards after 6 weeks of intensive intervention.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	23	20
	English Learners	78.2	66.8	64	Instructional strategies will be used that have been successful in raising student achievement for all students and in particular ELL: Pre-teach, and re-teach essential elements of concepts, such as academic vocabulary, background information, and English language grammar, create classroom structures that foster learning by modeling, scaffolding, and helping students construct understanding, access prior knowledge to help students acquire new learning, use visuals and clues to help students understand new concepts, use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content, deliver direct, explicit, and systematic instruction in reading, writing, English phonology, morphology, syntax, grammar, and semantics to guide students in their learning, provide students with abundant opportunities in oral language and speaking activities to process new information, build personal relationships with students, family and community to build trust and respect. In addition, students identified as needing Tier 3 intervention will participate in: before and after school mentoring program, CELDT test chats, classroom interventions based on CELDT results, and CELDT boot camp.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CELDT, CST	61	58
	Special Education	82.7	62.5	60	Students with Disabilities will be provided with the needed accommodations or modifications per their Individualized Education Plan (IEP). In addition, teachers will: provide a safe environment that encourages students to talk and ask questions, deliver systematic, explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension, guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations, use a wide variety of strategies to explain a concept or assignment, and provide tutoring before, during, and after school.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CELDT, CST/CMA	57	54
	African American	34.2	17.6	15	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	13	10
	Latino	35.0	28.9	26	Teachers will incorporate CRRE methodologies including creating a	DIBELS, CORE	23	20

1

	Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant.	diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST		
	White	37.5	46.1	43	Teachers will create a safe and trusting environment, model concrete strategies for learning, provide cooperative learning and shared decision-making opportunities through service-based learning, model ways to construct broader concepts from pieces of information, access prior knowledge to help students acquire new learning, and make learning exciting and relevant.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	40	37
	Asian							
	Econ. Disad.	34.9	28.8	26	Teachers will: create a safe and trusting environment, model concrete strategies for learning and appropriate behavior, provide cooperative learning and shared decision making opportunities such as service-based learning, model ways to construct broader concepts from pieces of information, link new learning to students' prior knowledge, make learning exciting and relevant, identify and address the learning styles of students, use Thinking Maps and graphic organizers to help students organize, integrate and retain information, and model leadership skills in cooperative groups with real life situations.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	23	20
2	% of all students scoring Prof or Adv	29.0	34.2	45	Teachers will enhance the curriculum with leadership skills to provide **ALL** high achieving and gifted students with high quality differentiated learning to give students opportunities to make instructional choices. Students will create or select their own service projects, their own topics to research, and will present their projects to members of their community. Teachers will research and be provided professional development on how to make changes in the pacing, levels of complexity, and depth of instruction. Teachers will provide an education infused with leadership skills to challenge students and keep them interested in guiding their learning. Students will be arranged in flexible and strategic groups to have their educational and social needs met.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	42	39
	English Learners	2.2	4.8	15	Instructional strategies will be used that have been successful in raising student achievement for all students and in particular ELL: Pre-teach, and re-teach essential elements of concepts, such as academic vocabulary, background information, and English language grammar, create classroom structures that foster learning by modeling, scaffolding, and helping students construct understanding, access prior knowledge to help students acquire new learning, use visuals and clues to help students understand new concepts, use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content, deliver direct, explicit, and systematic instruction in reading, writing, English phonology, morphology, syntax, grammar, and semantics to guide students in their learning, provide students with abundant	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CELDT, CST	25	35

April 2011

Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
				opportunities in oral language and speaking activities to process new information, build personal relationships with students, family and community to build trust and respect. Additionally, students will be active participants in the reclassification process by participating in CELDT test chats and monitoring their own data and progress.			
Special Education	2.5	6.6	17	Students with Disabilities will be provided with the needed accommodations or modifications per their Individualized Education Plan (IEP). In addition, teachers will: provide a safe environment that encourages students to talk and ask questions, deliver systematic, explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension, guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations, use a wide variety of strategies to explain a concept or assignment.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CELDT, CST/CMA	27	37
African American	31.6	23.5	34	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	44	54
Latino	29.2	34.2	44	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	54	64
White	16.7	26.9	37	Teachers will create a safe and trusting environment, model concrete strategies for learning, provide cooperative learning and shared decision-making opportunities through service-based learning, model ways to construct broader concepts from pieces of information, access prior knowledge to help students acquire new learning, and make learning exciting and relevant.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	47	57
Asian							
Econ. Disadv.	29.1	34.2	45	Teachers will: create a safe and trusting environment, model concrete strategies for learning and appropriate behavior, provide cooperative learning and shared decision making opportunities such as service-based learning, model ways to construct broader concepts from pieces of information, link new learning to students' prior knowledge, make learning exciting and relevant, identify and address the learning styles of students, use Thinking Maps and graphic organizers to help students organize, integrate and retain information, and model leadership skills in cooperative groups with real life situations.	DIBELS, CORE diagnostic assessments, SBI/ELA, CORE K-12 periodic assessments, program based unit assessments, CST	55	65

	Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST MATH								
3	% of all students scoring FBB/BB	46.3	45.3	42	Teachers will implement a customized intervention plan for **ALL** students identified as needing intensive intervention (Tier 3). Teachers will work either independently or in small groups for 40 minutes a day on highly focused instruction. Student progress will be closely monitored on a weekly basis and instruction will be modified as indicated. Students will be active participants in developing their intervention plan and will review their own data in order to master the benchmark grade level standards after 6 weeks of intensive intervention. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	39	36
	English Learners	82.8	77.2	74	Instructional strategies will be used that have been successful in raising student achievement for all students and in particular ELL: Pre-teach, and re-teach essential elements of concepts, such as academic vocabulary, background information, and English language grammar, create classroom structures that foster learning by modeling, scaffolding, and helping students construct understanding, access prior knowledge to help students acquire new learning, use visuals and clues to help students understand new concepts, use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content, provide students with abundant opportunities in oral language and speaking activities to process new information, build personal relationships with students, family and community to build trust and respect. In addition, students identified as needing Tier 3 intervention will participate in: before and after school mentoring program, test chats, and classroom interventions based on CST and Periodic Assessment results. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	71	69
	Special Education	79.3	77.9	75	Students with Disabilities will be provided with the needed accommodations or modifications per their Individualized Education Plan (IEP). In addition, teachers will: provide a safe environment that encourages students to talk and ask questions, deliver systematic, explicit instruction that emphasizes academic vocabulary, guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations, use a wide variety of strategies to explain a concept or assignment, and provide tutoring before, during, and after school. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST/CMA	72	69
	African American	60	41	39	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	36	33
	Latino	46	45	42	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-	Math Benchmark, CORE K-12, Math Periodic	39	36

Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant. Additionally, Singapore Math will be implemented to supplement EnVision math.	Assessments, Program-based assessments, CST		
White	54.1	59.2	56	Teachers will create a safe and trusting environment, model concrete strategies for learning, provide cooperative learning and shared decision-making opportunities through service-based learning, model ways to construct broader concepts from pieces of information, access prior knowledge to help students acquire new learning, and make learning exciting and relevant.	Math Benchmark, CORE K-12, Math Periodic Assessments, Program-based assessments, CST	53	50
Asian							
Econ. Disadv.	46.3	45.2	43	Teachers will: create a safe and trusting environment, model concrete strategies for learning and appropriate behavior, provide cooperative learning and shared decision making opportunities such as service-based learning, model ways to construct broader concepts from pieces of information, link new learning to students' prior knowledge, make learning exciting and relevant, identify and address the learning styles of students, use Thinking Maps and graphic organizers to help students organize, integrate and retain information, and model leadership skills in cooperative groups with real life situations. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	40	37
% of all students scoring Prof or Adv	27.3	27.0	37	Teachers will enhance the curriculum with leadership skills to provide **ALL** high achieving and gifted students with high quality differentiated learning to give students opportunities to make instructional choices. Students will create or select their own service projects, their own topics to research, and will present their projects to members of their community. Teachers will research and be provided professional development on how to make changes in the pacing, levels of complexity, and depth of instruction. Teachers will provide an education infused with leadership skills to challenge students and keep them interested in guiding their learning. Students will be arranged in flexible and strategic groups to have their educational and social needs met. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	47	50
English Learners	3.7	4.8	15	Instructional strategies will be used that have been successful in raising student achievement for all students and in particular ELL: Pre-teach, and re-teach essential elements of concepts, such as academic vocabulary, background information, and English language grammar, create classroom structures that foster learning by modeling, scaffolding, and helping students construct understanding, access prior knowledge to help students acquire new learning, use visuals and clues to help students understand new concepts, use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content, provide students with abundant opportunities in oral language and speaking activities to process new information, build personal relationships with students, family and community to build trust and respect. In addition, students identified as needing Tier 3 intervention will participate in: before and after school mentoring	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	25	35

Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				program, test chats, and classroom interventions based on CST and Periodic Assessment results. Additionally, Singapore Math will be implemented to supplement EnVision math.			
Special Education	6.4	4.5	15	Students with Disabilities will be provided with the needed accommodations or modifications per their Individualized Education Plan (IEP). In addition, teachers will: provide a safe environment that encourages students to talk and ask questions, deliver systematic, explicit instruction that emphasizes academic vocabulary, guide students to show leadership skills in a variety of ways, such as service-based projects, oral presentations, use a wide variety of strategies to explain a concept or assignment, and provide tutoring before, during, and after school. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	25	35
African American	18.4	29.4	40	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	50	60
Latino	27.8	27.2	37	Teachers will incorporate CRRE methodologies including creating a safe and trusting environment, modeling concrete strategies for learning, providing cooperative learning and shared decision-making opportunities through service-based learning, modeling ways to construct broader concepts from pieces of information, accessing prior knowledge to help students acquire new learning, and making learning exciting and culturally relevant. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	47	57
White	16.7	22.2	32	Teachers will create a safe and trusting environment, model concrete strategies for learning, provide cooperative learning and shared decision-making opportunities through service-based learning, model ways to construct broader concepts from pieces of information, access prior knowledge to help students acquire new learning, and make learning exciting and relevant.	Math Benchmark, CORE K-12, Math Periodic Assessments, Program-based assessments, CST	42	52
Asian Econ. Disadv.	27.5	27.0	37	Teachers will: create a safe and trusting environment, model concrete strategies for learning and appropriate behavior, provide cooperative learning and shared decision making opportunities such as service-based learning, model ways to construct broader concepts from pieces of information, link new learning to students' prior knowledge, make learning exciting and relevant, identify and address the learning styles of students, use Thinking Maps and graphic organizers to help students organize, integrate and retain information, and model leadership skills in cooperative groups with real life situations. Additionally, Singapore Math will be implemented to supplement EnVision math.	Math Benchmark CORE K-12, Math Periodic Assessments, Program-based assessments, CST	47	50
ENGLISH LEARNERS (EL)							
Reclass-	18.3	20.0	24	A key component of our EL program will be the detailed	AMAO #1, AMAO	27	30

	Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	ification Rate				monitoring of students' progress toward language and academic proficiency and providing interventions that meet their specific needs. Students will be active participants in the reclassification process by participating in CELDT test chats and monitoring their own data and progress. Additionally, instructional strategies will be used that have been successful in raising student achievement for all students and in particular ELL: Pre-teach, and re-teach essential elements of concepts, such as academic vocabulary, background information, and English language grammar, create classroom structures that foster learning by modeling, scaffolding, and helping students construct understanding, access prior knowledge to help students acquire new learning, use visuals and clues to help students understand new concepts, use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content, provide students with abundant opportunities in oral language and speaking activities to process new information, build personal relationships with students, family and community to build trust and respect. In addition, students identified as needing Tier 3 intervention will participate in: before and after school mentoring program, test chats, and classroom interventions based on CST and Periodic Assessment results.	#2, AMAO #3, Reclassification readiness report, MyData		
8	% EL Students Scoring Proficient on CELDT	50.6	50.1	60	Students will participate in before and after school mentoring programs, CELDT Test Chats, Classroom Intervention based on CELDT, CELDT Boot Camp, Parent/Teacher Conferences, English Language Skills (ELS) Classes	CELDT, AMAO #2	70	80
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate							
10	CAHSEE Pass Rate (10th grade)							
11	% Students In A-G Courses Receiving Grade of C or Higher							
12	% Graduates Meeting A-G Requirements							
RETENTION RATE (high schools only)								
	# First Time 9th Graders							
	% Retained 9th Graders							
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Atten-dance Rate for Students	96.2	96.4	96	Parents will have regular, up to date access to their student's academic and attendance information through the ISIS Family Module. A personalized environment for all students and staff in which all students are known and where they feel comfortable seeking help or guidance from at least one adult on campus. Faculty mentors will review and mentor students' daily attendance. Through the service-based learning approach and personalized learning environment, students will be motivated and committed to learning. Additionally, attendance will be recognized monthly to emphasize the importance of staying in school.	Daily, Monthly Attendance Reports, MyData and ISIS Stats at a Glance	96	96
	Atten-dance	92.6	92.9	96	The faculty will work together to help foster a climate where all teachers and mentors are reflective life-long learners.	Staff sign-ins, substitute	98	98

April 2011

Public School Choice 3.0
Performance Plan

	Indicators	Base line (09-10)	Base line (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	Rate for All Staff				Attendance will be recognized monthly to emphasize the importance of attending work regularly.	teacher log		
15	Number of Suspensions	6.0%	5.6%	5%	Student, teachers, and parents will work collaboratively to design a school wide discipline plan using the COST Team model creating a safe school environment that maximizes time on learning, supports respectful interactions among all stakeholders, and utilizes a Positive Behavior Support plan. The PLC's will meet once weekly to analyze student data, determine strengths and challenges, identify student needs, identify at-risk students, and plan appropriate instruction and flexible groupings for intervention. A personalized environment for all students and staff in which all students are known and where they feel comfortable seeking help or guidance from at least one adult on campus.	ODR Data reports, SIS	4%	3%
16	School Experience Survey: % Parents Participating	22.7	35.4	40	A culture where students and families feel respected and valued will be created and maintained. All stakeholders will be recognized as essential partners in the education and creation of an accepting and caring school culture that is personalized for students.	School Experience Survey	45	50
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	29	25	50	Student led conferences. Monthly award assemblies. Students, teachers, parents and mentors will use student data as they collaborate in the development, implementation, and review of personalized learning plans.	School Experience Survey, Parent Conference Sign-In Sheets	75	78

Valley Region Sylmar Span
__Design Team Name__ K-8 #1

11 / 18 / 11
__Date__

Mercedes Velázquez
Applicant Team Representative Signature

__[signature]__
Local District Superintendent Signature

8

April 2011

Waiver Identification Form

School Site: Valley Region Sylmar Span K-8 #1

Proposed School/Design Team Name: Sylmar Leadership Academy

Proposed Governance Model (mark all that apply):

☐ Traditional   ☒ Local Initiative School   ☐ Expanded School Based Management

☐ Pilot   ☐ Network Partner

Waiver Request:

☒ Methods of improving pedagogy   ☐ Curriculum

☐ Assessments   ☒ Scheduling

☐ Internal organization (e.g., SLCs)   ☐ Professional development

☒ Budgeting control   ☒ Mutual consent requirement for employees

☒ Teacher assignments*   ☒ Staff appointments (e.g., department chairs)*

☐ Discipline & codes of conduct   ☐ Other**:_____

☐ 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 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: *Mercedes Ullaszoy*   Date: 2/7/2012

UTLA Chapter Chair/Rep: *Tay Aston*   Date: 2/3/2012

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

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: Feb. 7, 2012

School/Office: Valley Region Sylmar Span K-8 #1   **Local District/Division:** 2

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX-A, Section 6 and 7
Waiver Description: (Describe the actions that require a waiver) Allow autonomy to determine local process/methods for selecting teachers as grade level or department chairs, coordinators deans or instructional coaches
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) Sylmar Leadership Academy requests the autonomy of a site based process for selecting teachers as coordinators, grade level or department chairs. The **Personnel Selection Committee** (standing committee) will be made up of the principal, teacher representatives, classified representative and parent representative (selected by their stakeholder groups) and will select the people for the aforementioned positions by an evaluation of experience, documents review (recommendations and resumes) and interviews conducted. Procedures will be respectful and confidential. In the event that any candidate contests the Personnel Committee's decision, an **Appeal Team** (convened as needed) will be convened, made up of the director, parent, teacher and classified representative, to review the case and the decision. Their subsequent decision will be final.   This waiver is based on the premise implicit in the Public School Choice process that personnel and other decisions are best made by the people closest to the students, who know their needs and make decisions based on data and collaboration of all stakeholders.

Requesting Administrator's Approval:

Mercedes Velaz
Principal/Administrator

2/7/12
Date

A. Sanchez
Local District Supt/Division Head/Designee

2-7-12
Date

Send or fax completed/signed form to: Office of Staff Relations
Fax: 213-241-8405

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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: Feb. 7, 2012

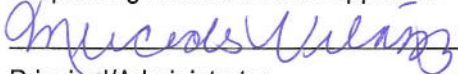**School/Office:** Valley Region Sylmar Span K-8 #1   **Local District/Division:** 2

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX-A, Section 2

Waiver Description: (Describe the actions that require a waiver) Allow autonomy to determine local process/methods for determining assignment of teachers to grade levels, departments, subjects or classes

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) Sylmar Leadership Academy is requesting the autonomy to utilize a local process for determining assignments of teachers to grade levels, departments, subjects and classes. This is essential to the implementation of the plan because of the "school within a school" concept that is built into the school organization. Teachers will be grouped in houses as a part of the personalized learning environments and students will stay with the same cohort or team of teachers from first through eighth grades. Kindergarten teachers will be separate as a foundational grade level that necessitates a focus on early childhood development. The Kindergarten Department will work closely with first grade teachers, state preschool teachers and parents to prepare incoming students with the strong foundational skills and love of learning that will prepare them for the rigors of first grade. In order to do this successfully, Kindergarten teachers must develop strategies and systems over time.

This autonomy will also provide for the ongoing articulation of teachers over time and allow for more effective differentiation/acceleration of the curriculum. The selection of grade levels by seniority does not allow for the time for other grade levels and departments to become a true community of practice, knowing grade level standards well and implementing them together in the subjects that they are responsible for teaching. Also, the constant movement of teachers to different grade levels is inconsistent with the goal of providing consistency for families and students.

Requesting Administrator's Approval:

[signature]   2/7/12

Principal/Administrator   Date

[signature]   2 - 7 - 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