

Appendix A

FINAL LETTER OF INTENT

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

	APPLICA	ANT TEAM INFO	ORMATION	
Name of Applicant Team please list the name of the prime Local District 8 /West Ath	ary contact person):		al name of the organization. If you Castillo)	are an internal applicant team,
Address: 1208 Magnolia Avenue Los Angeles, CA 90247			Phone Number:(310-354	-3488
Website (if applicable)			Email Address:	
THE RESERVE OF STREET	在日本8月,李扬的自然日本8	基本的数据 和例识	STATE OF THE PERSON NAMED IN	化工作工作 1000 100 100 100 100 100 100 100 100 1
School site for which you	r team is submitting a Le	etter of Intent:	West Athens Elementary	School
Grade configuration of yo	our school:		Pre Kindergarten – 5 th Gr	ade
School model for which y	ou are applying:		☐ Traditional ☐ ESBMM ☐ Affiliated Charter	☐ Pilot ☐ Network Partner ☐ Independent Charter
Please respond: 1. Are you planning to o campus? 2. If yes, how many schools. If yes, will they all open schools.	ools are you proposing to	o operate?	1. No 2. N/A 3. N/A	
1. First and last date of 2. Winter recess dates 3. Spring recess dates		1. August 14, 2012 / June 2. TBD 3. TBD	e 4, 2013	
- 1年度上海東西洋南京大阪	The Residence of	建 以 网络 图 。	tale makes a se	SECTION LABOR.
List the name and contact Printed Name		sign team memb Phone	ers below: Email address	School/Affiliation
1. Gloria Gammell	Signature Sum A consul	Filone	gxg4029@lausd.net	West Athens Elementary
2.Elmer Flores	Almer Ofloring		eaf9185@lausd.net	West Athens



			Elementary
3.Tonia Rowe-Russell	Jona Rove Rusa	trowerus@lausd.net	West Athens Elementary
4. Octavio Gonzalez	0.60 W3A	olg1967@lausd.net	West Athens Elementary
5. Daniel Sweet	Donel Quest	dbs0814@lausd.net	West Athens Elementary
6.Michael Penate	Mich Sky	michael.penate@lausd.net	West Athens
7. Marsha Ugwu	Marshallamu	mdu6566@lausd.net	West Athens Elementary
8. Donald White	Downer To	dwhite3@lausd.net	West Athens Elementary
9. Hai Hua	Mill	hth0553@lausd.net	West Athens Elementary
10. Maria Jimenez	maria Inin	m.jimenez@lausd.net	West Athens Elementary
11. Albina Gerardo	alt Thur 4	agerar1@lausd.net	West Athens Elementary
12. Ruth Castillo	RIST CUSTO	ruth.castillo@lausd.net	West Athens Elementary
13. Christine Cassidy	Out Carry	ccassidy@lausd.net	Local District 8
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15.			
16.			
17.			
18			
19.			
20.			
21.			
22.			

(Please add lines and pages as necessary)





Appendix B

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.





Appendix B

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	West Athens Elementary/Local District 8
Name of Team Representative	Tania Rowe-Russell Johna Rowe-Russell
Signature of Team Representative	Tona Rowe-Russell

Design Team Member Name	Signature
Gloria Gammell	ytrii Krumell
Elmer Flores	Elmer of Floren
Albina Gerardo	all Deve
Maria Jimenez	mana Damines
Michael Penate	Murtin
Octavio Gonzalez	E. GONS
Hia Hua	16ill
Donald White	Danaed What
Daniel Sweet	Doniel Queel
Marsha Ugwu	marka Mayora
Christine Cassidy	aluty Casel
Ruth Castillo	RUST CASTO



Appendix C

 I. Name of PSC School: Enter the name of the school for which you are applying. P. Applicant Team Manne: Several searmples are shown. Enter your team/organization name in bold. Chorter schools or Network Partners. List each school your organization manages that is at the searne level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools, your organization manages. Local Districts. Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools. School Teams. Applicant teams that involve the entire school should provide school-level data. Peccher 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. Demographic Data: in cases where data are not available, please note with an asterisk (*) in the box. Performance Data: in cases where data are not available, please note with an asterisk (*) in the box. 	INSTRUCTIONS The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past preformance remains a critical component in the application evaluation process.	Applicant Team Name Local District 8 Elementary Manhattan Place Elementary West Athens Elementary La Salle Elementary Park Western Elementary Park Western Elementary	N.			NAME OF PSC SCHOOL: West Athens Elementary Schoo	1	
ral examples are show riners. List each school riners. List each school ta for either all element is that involve the enti is that are groups of te www. Teacher teams mu where data are not av where data are not av	et provides supplemer ile the District underst	n Name				L: West Athen		
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you are your team ganization middle, or should put should put not have spond in lease note ease note.	nation fo	62.0% 27.0% 69.0% 10.0%	% African-American		L u	entary		
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he PSC school is:	different f	15.0% 47.0% 16.0% 11.0%	% English Learners (EL)	Other Groups			licant	blic S
nool is a mandele s the review	ormat tha	12.0% 9.0% 14.0% 9.0%	% Students w/Disabilities (SWD)				Applicant History Data Summary Sheet	Public School Choice Resolution 3.0
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ools. etheless,	ns must s a critica	4.2% 19.3% 7.6% 0.8%	Change from 2010					
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el may be	and to su	0 00	Latino % Proficient and				+	
	upport	19.7% 4 30.8% 4 26.4% 38 78.2% 9	Advanced ELA 2011 Latino % Preficient an Advanced				+	
		45.7% 45.5% 38.9% 90.3%	Math 2011				-	
		28.7% 21.4% 22.4% 80.4%	African-American % Proficient and Advanced ELA 2011					
		30.9% 31.3% 25.2% 97.8%	African-American % Proficient and Advanced Math 2011					
		4.6% 11.5% 13.3% 12.9%	Reclassification Rate 2010-11	Others			1	



Principal's Job Description

Appendix D

NATURE AND SCOPE OF JOB:

The school Principal serves as the instructional leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the instructional goals and mission of the school. Achieving academic excellence requires that the school Principal work collaboratively with all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

The school Principal shall:

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



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



% of all students scoring Prof or

41.6% 21.9%

31% 29.1%

26% 34%

Differentiated Instruction with

Progress

21%

16%

Economically Disadvantaged

West Athens Elementary School Public School Choice 3.0

School Site: West Athens Elementary School

Public School Choice 3.0 Performance Plan

			-	Year 1:		Year 1:		Year 3:
	Indicators	Baseline (09-10)	Baseline (10-11)	Goal/ Target	Year 1: Strategies for Achieving Goal	Measures for Evaluating Success	Year 2: Goal/ Target	Goal/ Target
ន	CST ELA							
-	% of all students scoring FBB/BB	41.6%	31%	26%	-Daily Individualized instruction	-Progress	21%	16%
					embedded in the student	monitoring tools		
					schedule for ongoing	created by the		
					intervention.	Classroom/		
					 Weekly dialogue amongst 	Intervention		
					grade level colleagues through	teachers.		
					cycle of inquiry. Process will	-Increased Levels		
					ensure strategies will align to	on Running		
					student targeted academic	Records		
					need.	Assessments.		
					-Strong access strategies to	 Increased 		
					enable EL Learners pathways to	Performance on		
					the curriculum.	District Periodic		
						Assessments.		
						 Increased Lexile 		
						Levels on the SRI		
						Inventory.		
						-Achieving CST		
						Target Goals		
	English Learners	56.8%	41%	36%			31%	26%
	Special Education	80%	63%	58%			53%	48%
	African American	47.4%	33%	28%			23%	18%
	Latino	39.9%	30%	25%			20%	15%
	White							

Appendix E

Design Team Name: Local District 8



Public School Choice 3.0 Performance Plan

				ω	CST									
Latino	African American	Special Education	English Learners	% of all students scoring FBB/BB	CST MATH	Economically Disadv.	Asian	White	Latino	African American	Special Education	English Learners	Adv	Indicators
44.2%	66%	89.1%	54.9%	49.8%		21.9%			24.2%	16.3%	4.2%	12.2%		Baseline (09-10)
20%	42%	54%	28%	25%		29.2%			30.8%	21.4%	0.0	17.5%		Baseline (10-11)
15%	37%	49%	23%	20%		34%			36%	26%	5%	23%		Year 1: Goal/ Target
				Course embedded in the student schedule daily for intervention. Weekly Progress Monitoring of Key Standards. Students will be identified and given appropriate attention to their specific need.									targeted focus on early literacy. Teams of Teachers working in PLC's to continually assess and monitor student achievement. Double block of ELA will be Continue to strengthen Tier 1 through first instruction that is individualized (i.e. Leveled Reading, Units of Study, and Words Their Way)	Year 1: Strategies for Achieving Goal
				Progress monitoring tools created by the intervention teachers. Achieving CST Target Goals									monitoring tools created by the PLC District Periodic Assessments Student Achievement Grades Achieving CST Target Goals Running Records	Year 1: Measures for Evaluating Success
10%	32%	44%	18%	15%					41%	31%	10%	28%	39%	Year 2: Goal/ Target
5%	27%	39%	13%	10%					46	36%	15%	33%	44%	Year 3: Goal/ Target

Appendix E



Public School Choice 3.0 Performance Plan

Year 1:	
Year 1:	
Year 3:	

∞	7	EZ								4	
% EL Students Scoring Proficient	Reclassification Rate	ENGLISH LEARNERS (EL)	Economically Disadv.	Asian	White	Latino	African American	Special Education	English Learners	White Asian Economically Disadv. % of all students scoring Prof or Adv	Indicators
	12.8%		23.2%			27.2%	11.0%	2.1%	19.4%	49.8% 23.2%	Baseline (09-10)
	11.5%		42.7%			45.5%	31.1%	23.1%	36.6%	50% 42.5%	Baseline (10-11)
	21%		48%			51%	36%	28%	42%	45% 48%	Year 1: Goal/ Target
Continue to monitor these	Identify the cause of students not being able to reclassify. Target specific intervention in our intervention course daily and before CELDT.									Students will know their CST scores and identify trends in their own performance over the past two years. They will set goals and monitor those goals each month. Individual coaching by their ELA/Math teacher will also take place. Intervention/Enrichment will be given according to their individual need. Students will learn that effort leads to success.	Year 1: Strategies for Achieving Goal
Progress	Progress monitoring tools Achieving CST Target Goals									Progress monitoring tools created by the PLC. Achieving CST Target Goals	Year 1: Measures for Evaluating Success
	26%		53%			56%	41%	33%	47%	40% 53%	Year 2: Goal/ Target
	31%		58%			61%	46%	38%	52%	35% 58%	Year 3: Goal/ Target

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Public School Choice 3.0 Performance Plan

Appendix E

ой ———	on	Conversation Meetings. Enhanced communication				% Parents Participating	
al.	Target Goal.	parent participation in survey at CEAC/ELAC and Coffee and				School Experience Survey:	16
Vear One	Achieving	Evalaining importance of					
		both students and staff.					
		staff. Bullying information for					
		communication of students to		20	44	Number of Suspensions	15
		Supervision of staff and					
		through of the rules.					
oal.	Target Goal.	behavior and consistent follow					
Achieving Year One	Achievin	Clear expectations of student					
		Student Recovery					
		PSA Counselor					
CST Scores	and CST	District Attorney Program					
Improved grades	Improve	Parent Education					
Attendance Data	Attenda	Goal setting and Recognition		94.4%	93.3%	Attendance Rate for All Staff	14
approx. 5.6%)	approx						
school. (Each day is	school	habit.					
ays of	three days of	and staff to make attendance a	96%	94.9%	93.1%	Attendance Rate for Students	13
missing more than	missing	and prizes. Teaching student					
that are at risk for	that are	and celebration, competitions					
Targeting students	Targetin	by the students, recognition					
ng.	monitoring.	plan that includes goal setting					
Monthly progress	Monthly	A well-developed attendance					
nents	Assessments						
	Periodic						
	CSTs	intervention as needed					
ing tools	monitoring tools	students to provide immediate	57%	52.0%	45.4	on CELDT	
Evaluating Success	Evaluati	Strategies for Achieving Goal	Target	(10-11)	(09-10)		
Year 1: Measures for	Yo Mea	Year 1:	Year 1: Goal/	Baseline	Baseline	Indicators	
							1

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Public School Choice 3.0 Performance Plan

Appendix E

17		
School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"		Indicators
89.0%	N/A	Baseline (09-10)
88.4%	A/N	Baseline (10-11)
90%		Year 1: Goal/ Target
A parent involvement commitment that could partially be met through parent conferences. Multiple formal and informal opportunities to visit the school for parent conferences. School Activities (i.e. Family Literacy Nights, School Flyers) that bring parents to the campus.	through Connect-Ed, letters, and e-mail on completion of survey providing Opportunities for parents to complete survey on school site.	Year 1: Strategies for Achieving Goal
Achieving Year One Target Goal. Increased Participation Rates at school events.		Year 1: Measures for Evaluating Success
92%		Year 2: Goal/ Target
94%		Year 3: Goal/ Target

Applicant Team Representative Signature

Local District 8 / West Athens Elementary School

Design Team Name

Local District Superintendent Signature



Professional Development Calendar

Appendix F

What professional development goals, strategies, and topics will be prioritized in our school plan? Professional development will primarily focus on Language Arts and Mathematics, but will build across the curriculum to include social studies and science.

Time of Year	Topic of Professional Dev	Rational & Purpose	Forum
Summer	 On-going focus on mission/vision Analyze CST data Target specific standards based on CST data District mandates (child abuse, district policies) Establish SMART goals for each reporting period and year end, in order to monitor growth through the year. School wide behavior District mandated policies 	 Establish a positive professional culture and review expectations as outlined in this plan. Establish outcomes for the school year and set goals for success. Teachers will align curriculum with standards to create appropriate instructional objectives. 	 Professional Learning Communities Leadership Team Grade Level Chairs Whole Staff School wide Behavior Support Committee
Fall	Leveled Reading System (Running Records) Creating, planning, and analyzing Common Formative Assessments Revisit SMART goal to determine if growth is occurring to meet year end goals. Data Analysis through	 Formative assessments will inform instruction based on the standards School-wide behavioral & motivational norms and expectations will be reviewed with students and staff. Continuous analysis of student work will provide a common language and 	 Whole Group Committees PLCs Leadership Team School wide Behavior support Committee



FALL	looking at Student Work 5. Data Analysis of district periodic assessments 6. On-going work with school-wide positive behavior. 7. Professional readings to support a collaborative culture and effective researched based strategies	common understanding to what grade work / standards can be accomplished. Professional readings will assist the staff in creating a collaborative community through professional learning communities. Professional readings will allow staff to read about researched based strategies for diverse student needs: English Learners; Gifted; Special Needs	
Winter	1. Continued work with analyzing student work. 2. Continued work with common formative assessments, to continue building a common language and common expectation of student achievement. 3. Data Analysis of district periodic assessments 4. Recording and reflecting on SMART goal to determine student success and progression toward year end goals. 5. On-going work with school wide positive behavior	 ➤ A standard protocol will be used to analyze student writing to determine strengths / needs and next steps, and to build a common language and understanding of proficient writing. ➤ Common Formative Assessments will be shared in vertical articulation to broaden the knowledge; understanding; and language of student expectation(s) and proficiency. 	 ➤ Whole Group ➤ Committees ➤ PLCs ➤ Leadership Team ➤ School wise Behavior Support Committee



	6. Ongoing professional readings to support a collaborative culture and effective researched based strategies		
Spring	1. Continued work with analyzing student work. 2. Continued work with common formative assessments, to continue building a common language and common expectation of student achievement. 3. Data Analysis of district periodic assessments 4. Recording and reflecting on SMART goal to determine student success and progression toward year end goals. 5. Ongoing work with school wide positive behavior. 6. Reflect on year end SMART goal to determine if goal was met. Reflection on what worked / what did not – and begin to plan for next year to see what adjustments will be made to meet the following years SMART goal. 7. Ongoing professional readings to support a collaborative culture and	➤ Continued planning in PLC for common formative assessments; as well as documenting progress of SMART goals through the year will have ignite discussion around the 4 essential questions of PLCs: a. What do we want students to learn? b. How will we know if they learn it? c. What will we do for those that do not? d. What will we do for those that already know it?	 ➤ Whole Group ➤ Committees ➤ PLCs ➤ Leadership Team ➤ School wide Behavior support Committee



effective researched based	
strategies	



Appendix G

	West Athens Elementary School																										
	School Year 2012-2013																										
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31																										
July				Н																							
August																											
September					Н																						NA
October																											
November												н							н								NA
December																											
January																н											
February																		Н						NA	NA	NA	NA
March																					н	Н	н	н	н		
April	Н																										NA
May																								н			
June																											NA
First Day of School: August 14, 2012 Last Day of School: June 4, 2013 Number of Instructional Days: 180 Number of Holidays: 28 Number of PD Days: 27																											





Appendix H

West Athens Elementary School

"Home of the Eagles" 2012 - 2013

Regular Schedule

Monday – Wednesday – Thursday – Friday

8:00 a.m. - 2:25 p.m.

Tuesday

8:00 a.m. - 1:25 p.m.

Breakfast

7:30 a.m. - 7:55 a.m.

Recess S	Schedule	Lunch S	chedule
Kindergarten	12:30 - 12:50	Kindergarten	10:40 - 11:20
Gr. 1 & 3	9:30 - 9:50	Gr. 1 & 3	11:20 - 12:00
Gr. 5	9:55 - 10:15	Gr. 5	11:50 - 12:30
Gr. 2 & 4	10:20 - 10:40	Gr. 2 & 4	12:20 - 1:00

Shortened Day Hours
8:00 a.m. – 1:34 p.m.
Minimum Day Hours
7:50 a.m. – 12:59 p.m.

Rainy Day/Inclement Weather "Walking Recess" Procedures

Teachers are to arrange with their room partners for room coverage during this recess period.

Rainy Day/Inclement Weather Lunch Procedures

Kindergarten	10:40 - 11:10
Gr. 1 & 3	11:15 – 11:45
Gr. 5	11:50 - 12:20
Gr. 2 & 4	12:25 – 12:55



Waiver Identification Form West Athens Elementary

Appendix I

School Site:								
Proposed School/Design	gn Team Name:	LD 8 V	Vest Athens Elen	nentary School				
Proposed Governance	Model (mark all that	apply):						
X Traditional	X Local Initiative Sch	ool 🗆	Expanded Schoo	Based Management	t			
☐ Pilot	\square Network Partner							
Waiver Request:								
x Methods of improvin	g pedagogy	☐ Curricu	lum					
x Assessments		X Scheduli	ing					
☐ Internal organization	n (e.g., SLCs)	x Profession	onal developmen	t				
☐ Budgeting control		☐ Mutual	consent requirer	ment for employees				
x Teacher assignments	;*	☐ Staff ap	pointments (e.g.	, department chairs)	*			
x Discipline & codes of	conduct	ner**:						
☐ Health and safety								
*If you are applying fo are not automatic and either or both of these	are subject to separa	te approva	by UTLA and LA	USD. If you are req	uesting			
**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 narrative of the applica		tions abov	e, the rationale	should be included	in the			
Approval Signature: Principal/Administrator	10 1011	STAT	IC	te: February 3, 2012				
UTLA Chapter Chair/Re	p: (XINVIH- VM	VIV	Dat	te: February 3, 2012	4			