





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):				
PRIMARY CONTACT: CATHERINE DALEY		APPLICANT TEAM NAME: SMARt ACADEMY		
Address: 2151 N. SOTO STREET, LOS ANGELES, CA 90032		Phone Number: (323) 224-3100		
Website (if applicable) N/A		Email Address: cdaley@lausd.net		
School site for which your team is submitting a Letter of Intent:		CRES #21		
Grade configuration of your school:		K-5		
School model for which you are applying:		<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter		
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. NO 2. N/A 3. N/A		
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. August 14, 2012 / June 4, 2013 2. December 17, 2012 - January 6, 2013 3. March 25, 2013 - March 29, 2013		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Melissa Ardon		(323) 235-7940	mea0857@lausd.net	Quincy Jones E.S.
2. Catherine Daley		(323) 235-6960	cdaley@lausd.net	Lizarraga E.S.
3. Joseph Espinosa		(323) 269-0138	jae0598@lausd.net	First St. E.S.
4. Michael Gonzales		(818) 899-0224	mikegeela@gmail.com	Haddon Ave. E.S.
5. Teresa Medina		(323) 234-9045	alfonso1730@yahoo.com	49 th St. E.S.
6. Celia Ripke		(323) 224-3100	celia.ripke@lausd.net	Local District 5
7. Joyce Sprott		(323) 234-9045	quantumglass@dslextrreme.com	49 th St. E.S.

	SMArT Academy
	Catherine Daley
	

P.002

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.

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

1

NAME OF PSC SCHOOL: CRES #21

DATA FOR JEFFERSON FAMILY SCHOOLS

3

4

	3Demographic								4Performance																	Others			
	Size	Ethnicity				Other Groups			API		CST Proficiency																		
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2011Growth	Net API Gain over 5 Years	% Proficient ELA 2011	Change from 2010	% Proficient Math 2011	Change from 2010	SWD % Proficient ELA 2011	SWD % Proficient Math 2011	EL % Proficient ELA 2011	EL % Proficient Math 2011	FRPL % Proficient ELA 2011	FRPL % Proficient Math 2011	Latino % Proficient ELA 2011	Latino % Proficient Math 2011	African-American % Proficient ELA 2011	African-American % Proficient Math 2011	Reclassification Rate 2009-10	Reclassification Rate 2010-11	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering Grade 9 in 2009	
2	Applicant Team Name: SMARt Academy																												
Charter School/Network Partner																													
School 1																													
School 2																													
Local District 5																													
49TH St. ES																													
Aurora																													
Ascot																													
Harmony																													
Hooper																													
Lizarroga																													
Nevin																													
Quincy Jones (newly opened 2010)																													
Wadsworth																													
School-wide Teams																													
School name																													
Internal Teacher Team (Optional)																													

INSTRUCTIONS

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

1. **Name of PSC School:** Enter the name of the school for which you are applying.

2. **Applicant Team Name:** Several examples are shown. Enter your team/organization name in bold.

-Charter schools or Network Partners. List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.

-Local Districts. Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

-School Teams. Applicant teams that involve the entire school should provide school-level data.

-Teacher Teams. Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

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

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

Public School Choice 3.0 Performance Plan

PSC School Site: CRES #21 Design Team Name: SMARt Academy

	Indicators	Baseline (09-10)	Baseline (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 (ALL SUBGROUPS)	37.7	35.3	31.8	Use of Problem Solving Process -Project Based Learning -Gradual Release Model -Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Preloading & Review of concepts and skills taught -Scaffolded, direct instruction -Cooperative Learning	-DIBELS -Voyager -LPA -Progress Monitoring Tests -CORE K12 -CST/CMA -Performance Portfolio	31.2	28.6
	<i>English Learners</i>	53.9	51.0	45.9	-Access to Core Curriculum -Specially Designed Academic Instruction in English (SDAIE) -Sheltered Instruction Observation Protocol (SIOP) -Use of Realia -Scaffolded direct instruction with language development as focus -Small group oriented preload/reinforcement lessons -Nonlinguistic Representation of content -Heterogeneous grouping for Content-focused instruction (Mixing) -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-CELDT -EL Progress Monitoring Tests -EL Portfolio	41.3	37.2

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>Special Education</i>	88	82	73.8	-Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Multiple opportunities to practice skills with guidance -Small group oriented preload/reinforcement lessons -Simplified modeled guided practice -Focus on IEP goals	-DIBELS -Voyager -LPA -CST/CMA -CAPA -Progress Monitoring Tests -Performance Portfolio	66.4	59.8
	<i>African American</i>	46.5	46.5	41.8	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented reinforcement lessons -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-DIBELS -LPA -Progress Monitoring Tests -CST/CMA -Performance Portfolio	37.6	33.8
	<i>Latino</i>	32.4	32.2	29	-Hands-on, kinesthetic, & visual instructional activities -Small group oriented preload/ reinforce. lessons -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant lit. -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-DIBELS -LPA -Progress Monitoring Tests -CST/CMA -Performance Portfolio	26.1	23.5

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>White</i>	N/A	100.0	90.0	-Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Use of hands-on, kinesthetic, & visual instructional activities -Multiple opportunities to practice skills with guidance -Small group oriented preload/ reinforcement lessons	-DIBELS -LPA -Progress Monitoring Tests -CST/CMA -Performance Portfolio	80.0	70.0
	<i>Asian</i>	50.0	0	0	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented preload/reinforcement lessons -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST/CMA -Performance Portfolio	0	0
	<i>Economically Disadvantaged</i>	37.7	35.3	31.8	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented preload/reinforcement lessons -Fieldtrips to locations that afford deeper connection to learning	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST/CMA -Performance Portfolio	28.6	25.7

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
2	% of all students scoring Prof or Adv (ALL SUBGROUPS)	31.3	34.1	40.7	-Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Dr. Sandra Kaplan's Depth and Complexity protocols -Cooperative Learning -Instructional Conversations	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	46.6	51.9
	<i>English Learners</i>	14.7	16.0	17.6	-Access to Core Curriculum -Specially Designed Academic Instruction in English (SDAIE) -Sheltered Instruction Observation Protocol (SIOP) -Non-linguistic representation of content -Focus on summarizing /note taking skills -Heterogeneous grouping for -Content-focused instruction (Mixing) -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Strength	-DIBELS -CELDT -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio -EL Portfolio	19.4	21.3
	<i>Special Education</i>	2.5	5.0	5.5	-Explicit focus on IEP goals -Non-linguistic representation of learning -Focus on summarizing /note taking -Small Group & Individ. instruction -Multiple opportunities to practice skills - Mainstreaming into General Ed. classes	-DIBELS -LPA -Voyager -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	6.1	6.7

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>African American</i>	22.1	24.7	27.2	-Use of hands-on, kinesthetic, & visual instructional activities -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	29.9	32.9
	<i>Latino</i>	36.7	37.0	40.7	-Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength -Use of Mainstream English Language Development Strategies to access core	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	44.8	49.3
	<i>White</i>	N/A	0	100	-Use of hands-on, kinesthetic, & visual instructional activities	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	100	100

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>Asian</i>	0	0	100	-Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength -Use of hands-on, kinesthetic, & visual instructional activities -Use of Mainstream English Language Development Strategies to access core	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	100	100
	<i>Economically Disadv.</i>	31.4	33.9	37.3	-Use of hands-on, kinesthetic, & visual instructional activities - Fieldtrips to locations that afford deeper connection to learning -Small group oriented preload/reinforcement lessons -Use of Mainstream English Language Development Strategies to access core	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	41	45.1

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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 (ALL SUBGROUPS)	33.3	28.7	25.8	<ul style="list-style-type: none"> -Project Based Learning -Gradual Release Model -Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Preloading & Review of concepts and skills taught -Scaffolded direct instruction -enVision Intervention System -Cooperative Learning -Extended Exploration Time -Nonlinguistic Representation -Use of manipulatives -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength 	<ul style="list-style-type: none"> -enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio 	23.2	20.9
	<i>English Learners</i>	44.7	38.9	34.9	<ul style="list-style-type: none"> -Access to Core Strategies -Realia -Scaffolded direct instruction with language development as focus -Heterogeneous grouping for Content-focused instruction -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength 	<ul style="list-style-type: none"> -enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio 	31.4	28.3

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>Special Education</i>	82	67.5	60.7	-Explicit focus on IEP goals -Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Preloading & Review of concepts and skills taught -Scaffolded direct instruction	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST/CMA -Performance Portfolio	54.6	49.1
	<i>African American</i>	48.5	45.4	40.9	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented reinforcement lessons -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	36.8	33.1
	<i>Latino</i>	32.2	27.5	24.7	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented reinforcement lessons -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant lit. -Personal Thesaurus -Contrastive Analysis -Learning Styles & Strengths	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	22.2	20.0

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>White</i>	N/A	100	0	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented reinforcement lessons	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	0	0
	<i>Asian</i>	50.0	N/A	0	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented reinforcement lessons -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	0	0
	<i>Economically Disadv.</i>	33.3	28.8	25.9	-Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented pre-load/reinforcement lessons - Fieldtrips to locations that afford deeper connection to learning	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	23.3	21.0

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
4	% of all students scoring Prof or Adv (ALL SUBGROUPS)	44.1	49.3	54.2	-Project Based Learning -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Use of hands-on, kinesthetic, & visual instructional activities -- Dr. Sandra Kaplan's Depth and Complexity protocols -Cooperative Learning -Novelty -Abstract concept development through peer coaching and investigation	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	59.6	65.6
	<i>English Learners</i>	29.8	36.0	39.6	-Nonlinguistic Representation -Heterogeneous grouping for Content-focused instruction -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	43.6	48.0
	<i>Special Education</i>	7.3	15.5	17.1	-Explicit focus on IEP goals -Use of hands-on, kinesthetic, & visual instructional activities -Dr. Sandra Kaplan's Depth and Complexity protocols -Mainstreaming into General Ed. classes	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	18.8	20.7

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>African American</i>	27.4	26.9	29.6	-Use of hands-on, kinesthetic, & visual instructional activities -- Dr. Sandra Kaplan's Depth and Complexity protocols -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	32.6	35.9
	<i>Latino</i>	45.3	50.7	55.8	-Use of hands-on, kinesthetic, & visual instructional activities -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	61.4	67.5
	<i>White</i>	N/A	0	100	-Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice	-enVision Math Diag. Tests -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	100	100

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	<i>Asian</i>	25.0	25.0	27.5	<ul style="list-style-type: none"> -Use of hands-on, kinesthetic, & visual instructional activities -- Dr. Sandra Kaplan's Depth and Complexity protocols -Use of Mainstream English Language Development Strategies to access core -Culturally Relevant and Responsive Education (CREE) supportive strategies: -Culturally relevant literature -Personal Thesaurus -Contrastive Analysis -Learning Styles & Learning Strength 	<ul style="list-style-type: none"> -enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio 	30.3	33.3
	<i>Economically Disadv.</i>	44.1	49.3	54.2	<ul style="list-style-type: none"> -Use of hands-on, kinesthetic, & visual instructional activities -Use of hands-on, kinesthetic, & visual instructional activities -Small group oriented pre-load/reinforcement lessons - Fieldtrips to locations that afford deeper connection to learning 	<ul style="list-style-type: none"> -enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio 	59.6	65.6

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	17.2	17.6	19.4	-Access to Core Curriculum -Content-based vocabulary development -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Use of hands-on, kinesthetic, & visual instructional activities - Focus on summarizing /note taking -Heterogeneous grouping -Cooperative Learning	-CELDT -EL Portfolio	21.3	23.4
8	% EL Students Scoring Proficient on CELDT	56.0	52.6	57.9	-Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Dr. Sandra Kaplan's Depth and Complexity protocols -Use of Mainstream English Language Development Strategies to access core -Cooperative Learning -Access to Core Curriculum -Specially Designed Academic Instruction in English (SDAIE) -Sheltered Instruction Observation Protocol (SIOP)	-CELDT	63.7	70.1
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	NA	NA	NA	NA	NA	NA	NA
10	CAHSEE Pass Rate (10 th grade)	NA	NA	NA	NA	NA	NA	NA
11	% Students In A-G Courses	NA	NA	NA	NA	NA	NA	NA

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
	Receiving Grade of C or Higher							
12	% Graduates Meeting A-G Requirements	NA	NA	NA	NA	NA	NA	NA
RETENTION RATE (high schools only)								
	# First Time 9th Graders	NA	NA	NA	NA	NA	NA	NA
	% Retained 9 th Graders	NA	NA	NA	NA	NA	NA	NA
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	95.8	96.2	100	-Monthly, semester , and annual Attendance Awards and recognition assemblies -Parent recognition certificates for participating in CEAC's "Importance of Attendance" assemblies	-ISIS Attendance Reports -School-Wide attendance motivation awards count -District PSW reports	100	100
14	Attendance Rate for All Staff	94.8	96.3	100	-Every Semester the faculty will receive an "Importance of Punctuality and Attendance" presentation -100% Attendance certificates will be presented to teachers along with their students.	-Staff sign-in records -Payroll report	100	100
15	Number of Suspensions	1.1	0.9	0.8	-COST meeting -Behavior Plan -Behavior Contract -Peer Peacemaker Conflict Resolution Program -Implementation of Habits of Mind -Implementation of Second Step -Implementation of Seven Norms of Collaboration	-COST records -Online Referral reports -Parent conference reports in CUM -Suspension records	0.7	0

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
16	School Experience Survey: % Parents Participating	37.3	44.3	48.7	-Conduct parent meetings based on parent interests and needs -Hold community relations and informational meetings for parents called, "SMaRT Community Fairs"	-Completed Parent Survey records -Parent sign-in records to meetings -Active Parent Center volunteer sign-in	53.6	60
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	92.1	93.7	100	Conduct parent meetings based on parent interests and needs -Hold community relations and informational meetings for parents called, "SMaRT Community Fairs"	Completed Parent Survey records -Parent sign-in records to meetings -Active Parent Center volunteer sign-in	100	100
18	<i>Habits Of Mind</i>	N/A	N/A	100	Grade-level focus on applicable Habits of Mind characteristic for each semester. -Habits of Mind Assemblies for students to introduce and review understanding of the focus Habits of Mind Morning Habits of Mind reviews and occasional skits by students and staff. -Will be applied throughout instructional day per specific child's needs	-Reflective anecdotal forms for teacher implementation -Reflective anecdotal forms for student application -Habits of Mind Daily Reflective Journal	100	100

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
19	<i>The Seven Norms of Collaboration</i>	N/A	N/A	100	-Peacemaker Conflict Resolution model -Nurtured Heart Approach in accordance to specific child's needs	-Reflective anecdotal forms for teacher implementation -Student reflective journal writing -Student created pre and post reflective surveys.	100	100
20	<i>% of Gifted & Talented students scoring Basic, BB or FBB on the ELA CST</i>	8.6	8	7.6	-Small Group & Individualized instruction -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Dr. Sandra Kaplan's Depth and Complexity protocols -Cooperative Learning -Instructional Conversations	-DIBELS -LPA -Progress Monitoring Tests -CORE K12 -CST/CMA -Performance Portfolio	7.2	3.6
21	<i>% of Gifted & Talented students scoring Basic, BB or FBB on the MATH CST</i>	8	27	25.6	-Project Based Learning -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching during guided & indep. practice -Hands-on, kinesthetic, & visual instructional activities -Dr. Sandra Kaplan's Depth and Complexity protocols -Cooperative Learning -Novelty -Abstract concept development through peer coaching and investigation -Instructional Conversations	-enVision Math Diagnostic Test -LAUSD Periodic Test -Progress Monitoring Tests -CORE K12 -CST -Performance Portfolio	24.3	23.1

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (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
22	% of Gifted & Talented students scoring Basic, BB or FBB on the 5 th grade SCIENCE CST	19	30	28.5	<ul style="list-style-type: none"> -Project Based Learning -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Use of hands-on, kinesthetic, & visual instructional activities -Dr. Sandra Kaplan's Depth & Complexity protocols -Cooperative Learning -Novelty -Abstract concept development through peer coaching and investigation- Instructional Conversations 	<ul style="list-style-type: none"> -CORE K12 -Progress Monitoring Tests -CST/CMA -Performance Portfolio 	27.1	25.7

SMArT Academy
Design Team Name

January 10, 2012
Date

Applicant Team Representative Signature

Local District Superintendent Signature

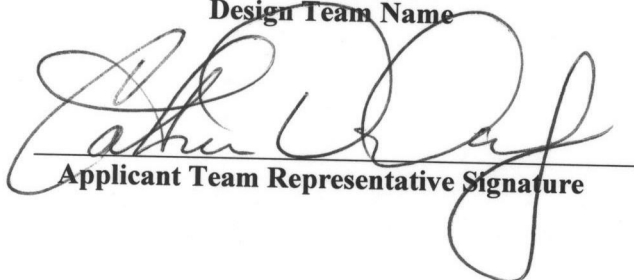
**Public School Choice 3.0
Performance Plan**

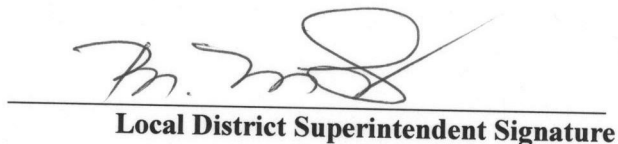
Appendix P

	Indicators	Baseline (09-10)	Baseline (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
22	% of Gifted & Talented students scoring Basic, BB or FBB on the 5 th grade SCIENCE CST	19	30	28.5	<ul style="list-style-type: none"> -Project Based Learning -Explicit, modeled direct instruction based on data -Challenging, higher order thinking activities -Peer coaching opportunities during guided and independent practice -Use of hands-on, kinesthetic, & visual instructional activities -Dr. Sandra Kaplan's Depth & Complexity protocols -Cooperative Learning -Novelty -Abstract concept development through peer coaching and investigation- Instructional Conversations 	<ul style="list-style-type: none"> -CORE K12 -Progress Monitoring Tests -CST/CMA -Performance Portfolio 	27.1	25.7

SMArT Academy
Design Team Name

February 3, 2012
Date


Applicant Team Representative Signature


Local District Superintendent Signature

SMArT Academy

TEXTBOOK LIST

Text	Publisher	Content Area	Supplemental	Tier 2 and Tier 3 (Rtl²)
California Treasures (K-5)	McMillan-McGraw Hill	English Language Arts & English Language Development		Includes Tier 2 Component
Triumphs Intervention (K-5)	McMillan-McGraw Hill	English Language Arts	X	X (Tier 2)
Units of Study for Teaching Writing (K-2)	Heinemann	Writing	X	
Units of Study for Teaching Writing (3-5)	Heinemann	Writing	X	
Junior Grade Books (3-5)	Great Books	English Language Arts	X (Gifted Curriculum)	
Mondo	MONDO Educational Publishing	English Language Arts	X	X (Tier 2)
READ 180	Scholastic	English Language Arts	(Replacement)	X (Tier 3)
enVision Mathematics (K-5)	Pearson	Mathematics		Includes Tier 2 component
Hands_On-Equations (4-5)	Borenson and Associates Inc.	Mathematics	X	
FOSS Science Kits and Resource Books (K-5)	Delta Education	Science		
Engineering Is Elementary (4-5)	Museum of Science Boston	Engineering	X (Gifted and Project Based Learning)	
Project Based Learning Toolkits (K-5)	Buck Institute For Education	Project Based Learning	X (Project Based Learning)	
Reflections (K-5)	Harcourt	Social Science		
Health and Wellness (K-5)	McMillan-McGraw Hill	Health		
Habits of Mind (K-5)	ASCD	All Content Areas	X	
Second Step (K-5)	Committee for Children	Social Health		
Voyager (K-5)	Scholastic?	English Language Arts	X	
Building Moral Intelligence (K-5)	Jossey-Bass	Social Health	X	

CRES 21 - SMART ACADEMY

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		X	X	H	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	PD
August	PD	PD	PD			PD	PD	PD	PD	PD			PD	FD																	
September					H																										
October																															
November																															
December																															
January	X	X	X	X																											
February																															
March																															
April	H																														
May																															
June																															

First Day of School: August 14, 2012

Last Day of School: June 11, 2013

Number of Instructional Days: 180

Number of Holidays: 22

Number of PD Days: 10



SMArT Academy

School Bell and Class Schedule

2012 – 2013

School Schedule and Bells	Daily Schedule Grades K/1
<p><u>Office Hours</u> 7:30am-4:30pm</p> <p><u>Warning Bell</u> 7:52am</p> <p><u>Regular Instruction</u> 8:00</p> <p><u>Early Bank Time/ Grades K-5</u> 10:00am-2:55pm</p> <p>Recess</p> <p>Grade K-1 9:40 a.m. – 10:00 a.m.</p> <p>Grade 2-3 10:05 a.m. – 10:25 a.m.</p> <p>Grade 4-5 10:30 a.m. – 10:50 a.m.</p> <p>Lunch</p> <p>Grade K-1 11:20 a.m. – 12:05 p.m.</p> <p>Grade 2-3 11:45 a.m. – 12:30 p.m.</p> <p>Grade 4-5 12:10 p.m. – 12:55 p.m.</p> <p>Dismissal</p> <p>Grade K-5 2:55 p.m.</p>	<p>8:00-8:15 Opening</p> <p>8:15-9:40 ELA</p> <p>9:40-10:00 Recess</p> <p>10:00-10:30 ELA</p> <p>10:30-11:20 ELD</p> <p>11:20-12:00 Lunch</p> <p>12:00-12:45 UAT</p> <p>12:45-1:35 Math</p> <p>1:35-2:45 PBL-Science. Social Studies, Health, Art, PE</p> <p>2:45-2:55 Closing</p>
Daily Schedule Grades 2/3	Daily Schedule Grades 4/5
<p>8:00-10:05 ELA</p> <p>10:05-10:25 Recess</p> <p>10:25-11:15 ELD</p> <p>11:15-11:45 UAT</p> <p>11:45-12:30 Lunch</p> <p>12:30-1:45 Math</p> <p>1:45-2:45 PBL-Science, Social Studies, Health, Art, PE</p> <p>2:45-2:55 Closing</p>	<p>8:00-9:15 Math</p> <p>9:15-10:30 ELD</p> <p>10:30-10:50 Recess</p> <p>10:50-12:10 ELA</p> <p>12:10-12:55 Lunch</p> <p>12:55-1:25 ELA</p> <p>1:25-2:50 PBL-Science, Social Studies, Health, Art, PE</p> <p>2:50-2:55 Closing</p>

ELA – English Language Arts
 ELD – English Language Development
 UAT – Universal Access Time
 PBL – Project Based Learning
 PE – Physical Education



SMArT Academy

School Bell Schedule

2012 – 2013

Office Hours: 7:30 a.m. – 4:30 p.m.

Breakfast	
Grades K-5	7:30 a.m. – 8:00 a.m.

Warning Bell	
Grades K-5	7:52 a.m.

Grades K-5 Instruction	
Regular	8:00 a.m. – 2:55 p.m.

Monday Morning Instruction (Starting August 20 th)	
Grades K-5	10:00 a.m. – 2:55 p.m.

Recess	
Grades K-1	9:40 a.m. – 10:00 a.m.
Grades 2-3	10:05 a.m. – 10:25 a.m.
Grades 4-5	10:30 a.m. – 10:50 a.m.

Lunch	
Grades K-1	11:20 a.m. – 12:05 p.m.
Grades 2-3	11:45 a.m. – 12:30 p.m.
Grades 4-5	12:10 p.m. – 12:55 p.m.

Dismissal	
Grades K-5	2:55p.m.



Daily Schedule Grades K/1

8:00-8:15	Opening
8:15-9:40	ELA
9:40-10:00	Recess
10:00-10:30	ELA
10:30-11:20	ELD
11:20-12:00	Lunch
12:00-12:45	UAT
12:45-1:35	Math
1:35-2:45	PBL-Science. Social Studies, Health, Art, PE
2:45-2:55	Closing



Daily Schedule Grades 2/3

8:00-10:05	ELA
10:05-10:25	Recess
10:25-11:15	ELD
11:15-11:45	UAT
11:45-12:30	Lunch
12:30-1:45	Math
1:45-2:45	PBL - Science, Social Studies, Health, Art, PE
2:45-2:55	Closing



Daily Schedule Grades 4/5

8:00-9:15	Math
9:15-10:30	ELD
10:30-10:50	Recess
10:50-12:10	ELA
12:10-12:55	Lunch
12:55-1:25	ELA
1:25-2:50	PBL – Science, Social Studies, Health, Art, PE
2:50-2:55	Closing

SMaRT Academy

SCHOOL-WIDE ASSESSMENT PLAN

<u>ASSESSMENT</u>	<u>TYPE</u>	<u>GRADE LEVELS</u>	<u>FREQUENCY</u>	<u>RATIONALE FOR USE</u>
CST/CMA/CAPA	SUMMATIVE	2-5	ANNUALLY	State-mandated, student achievement indicator.
DIAGNOSTIC ASSESSMENTS	FORMATIVE	K-5	ONGOING	Measures used to regularly monitor the accomplishments and to target appropriate intervention and instruction for specific students.
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)	FORMATIVE	K-5	ONCE per TRIMESTER, and ONGOING	Measures used to regularly monitor the development of early literacy and reading skills. Assists in determining student foundational literacy skills and concepts about print.
LAUSD PERIODIC ASSESSMENT (ELA & MATH)	FORMATIVE & SUMMATIVE	K - 5	ONCE per TRIMESTER	Standards-based, aligned to instructional guide. Assists in determining student mastery of standards taught and in planning future instruction. Familiarizes students with CST format & rigor.
LAUSD PERIODIC ASSESSMENT (SCIENCE)	FORMATIVE & SUMMATIVE	4-5	ONCE per TRIMESTER	Standards-based, aligned to instructional guide. Assists in determining future instruction. Familiarizes students with CST format & rigor.
ENGLISH LANGUAGE DEVELOPMENT (ELD) PORTFOLIO	FORMATIVE & SUMMATIVE	K-5	ONGOING	Authentic Assessment assigned to ELD Standards and ELD instructional guides. Organizes multiple measures used to determine progress of English Learners.
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)	SUMMATIVE	K-5	ANNUALLY	State-mandated accountability to measure progress of English Learners.
CURRICULUM-BASED INFORMAL & FORMAL ASSESSMENTS	FORMATIVE & SUMMATIVE	K-5	ONGOING	Standards-based, aligned to instructional guide. Assists in determining planning future instruction.
CALIFORNIA PHYSICAL FITNESS TEST	SUMMATIVE	5	ONCE - SPRING SEMSTER	Standards-based, authentic evaluation of students' physical fitness. Assists in determining planning for following year with new students

TEACHER-CREATED BENCHMARK TESTS	SUMMATIVE	K-5	ONGOING	Authentic standards-based measures to evaluate instruction and student learning. Used to provide student-specific feedback.
PERFORMANCE ASSESSMENT	SUMMATIVE	K-5	ONGOING	Authentic/performance and standards-based measures to evaluate instruction and student learning. Used to provide student-specific feedback.
WRITING PORTFOLIOS	SUMMATIVE	K-5	ONGOING	Authentic/performance and standards-based measures to evaluate instruction and student learning. Used to provide student-specific feedback.
PROJECT BASED LEARNING PROJECTS	SUMMATIVE	K-5	ONCE per Trimester	Authentic group projects based on standards that will assess proficiency with 21 st Century Skills and Universal Themes, and Habits of Mind.
HABITS OF MIND	SUMMATIVE	K-5	ONGOING	Rubric/Criteria chart on the students' understanding of individual dispositions that lead to academic and social success.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, ELEMENTARY SCHOOL

Job Purpose

Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

Responsible to

Local District Superintendent or designee

Subordinates

Assistant Principal, Elementary School and/or Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned

Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and 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.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the Office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology to meet the requirements of the District's Master Plan for English Learners.

For additional information on Master Plan requirements, refer to the current policy bulletin on "Culture, Language, and Methodology Requirements for Administrators."

Credentials

A valid California K – 12 teaching credential and an Administrative Services Credential authorizing K – 12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. At least two years of service in a certificated position(s) directly related to an elementary instructional program covering grades PreK – 6.
3. One of the following:
 - a. At least one year of service in an administrative or supervisory position utilizing an administrative credential;
 - b. At least one year of service in a school-based Assistant Principal position; OR
 - c. At least three years experience in a school-based leadership nonclassroom assignment.

Desirable

At least two years of successful service as an Assistant Principal, Elementary School.

NOTE: For definitions of years of service, refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, District policies and operating procedures, and negotiated contracts on elementary education.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade six (ages 3-13).
3. Capacity to lead, direct, and supervise teachers and staff.
4. Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
5. Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.

6. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.
7. Knowledge of and skill in effective budgetary processes and school finance.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to make formal, public presentations.
10. Ability to compose and comprehend written communication.
11. Ability to observe subordinates' activities.
12. Ability to travel to other sites/locations.
13. Mobility to traverse all areas of all work sites.
14. Mobility to respond quickly in an emergency situation.
15. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

NOTE: This is a Master Salary (G) Table classification.

This class description is not a complete statement of essential functions and responsibilities. The District retains the discretion to add or change typical duties of a position at any time.

SW

SMaRT Academy
Proposed Professional Development Calendar

2012 – 2013
10 Day & First Month Schedule

Topic of Professional Development	Expected Outcome	Date
Building a Collaborative Community (Day 1) <ul style="list-style-type: none"> • Team Building Activity • Set compelling purpose, shared standards, and academic focus. • Discourse: Learners as Partners through 16 Habits of Mind. • Module 1 Adaptive Schools <ul style="list-style-type: none"> ○ <i>Professional Community and Ways of Talking That Make A Difference.</i> • Reflection on Learning 	School community will: <ul style="list-style-type: none"> • Implement collaborative strategies for talking about hard issues related to student achievement results. • Make connections to self and perceptions of craft using 16 Habits of Mind as frame. • Effective implementation of dialogue and discussion as vehicles to establishing a collaborative community. 	July 31, 2012 8:00 a.m.–2:30 p.m.
Building a Collaborative Community (Day 2) <ul style="list-style-type: none"> • Team Building Activity • Module 2 Adaptive Schools <ul style="list-style-type: none"> ○ <i>Norms of Collaboration</i> • Discourse: Community Partners <ul style="list-style-type: none"> ○ <i>21st Century Skills & Buck Institute</i> ○ <i>Gradual Release Model (GRM)</i> ○ <i>Echo Parenting & Non-Violent Communication</i> • Reflection on Learning 	School Community will: <ul style="list-style-type: none"> • Understand and utilize four group capabilities, (1) know one's intentions, (2) set aside unproductive patterns of listening and responding, (3) know when to assert or integrate, (4) know and support group • Utilize seven behavioral norms of collaboration: Pausing, Paraphrasing, Putting inquiry at the center, Probing for specificity, Placing ideas on the table, Paying attention to others, Presuming positive intentions • Establish foundational understanding and vocabulary for PBL, 21st C. Skills, GRM, and Non-Violent Communication 	August 1, 2012 8:00 a.m.–2:30 p.m.

SMArT Academy
Proposed Professional Development Calendar

Topic of Professional Development	Expected Outcome	Date
Building a Collaborative Community (Day 3) <ul style="list-style-type: none"> • Team Building Activity • Overview of Curriculum • Understanding by Design (UbD) • Cooperative Learning Environment: Universal Themes • Reflection on Learning 	School Community will: <ul style="list-style-type: none"> • Provide opportunities to engage more with content organization, and promoting language acquisition (Access Strategies) • Establish and implement agreed upon characteristics for high quality core instruction and intervention • Effective use of UbD with curriculum 	August 2, 2012 8:00 a.m.–2:30 p.m.
Building a Collaborative Community (Day 4) <ul style="list-style-type: none"> • Buck Institute Training: PBL • Grade level collaboration: Implementation-the continuous cycle of improvement: <ul style="list-style-type: none"> ○ <u>Analyze data</u> ○ Plan assessment ○ Plan instruction ○ Plan strategies to implement instruction/intervention ○ <u>Reflect on practice</u> 	School Community will: <ul style="list-style-type: none"> • Develop deeper understanding and connection to PBL –trainers from Buck Institute • Data analysis: Impact on providing quality instruction and intervention matched to student needs • Reflect on teacher practices in light of student data using the 16 Habits of Mind 	August 3, 2012 8:00 a.m.–2:30 p.m.
Building a Collaborative Community (Day 5) <ul style="list-style-type: none"> • Buck Institute Training: PBL • Grade level collaboration: Implementation-the continuous cycle of improvement: <ul style="list-style-type: none"> ○ Analyze data ○ <u>Plan assessment</u> ○ <u>Plan instruction</u> ○ Plan strategies to implement instruction/intervention ○ <u>Reflect on practice</u> 	School Community will: <ul style="list-style-type: none"> • Develop deeper understanding and connection to PBL – trainers from Buck Institute. • Using data patterns, identify new goals using the CA Standards • Create draft of assessment best suited to measuring success of learning. • Develop high quality core instruction matched to students needs and strengths 	August 6, 2012 8:00 a.m.–2:30 p.m.

SMaRT Academy
Proposed Professional Development Calendar

Topic of Professional Development	Expected Outcome	Date
Building a Collaborative Community (Day 6) <ul style="list-style-type: none"> • Team Building Activity • Buck Institute Training: PBL • Grade level collaboration: Implementation-the continuous cycle of improvement: <ul style="list-style-type: none"> ○ Analyze data ○ Plan assessment ○ <u>Plan instruction</u> ○ <u>Plan strategies to implement instruction/intervention</u> ○ <u>Reflect on practice</u> 	School Community will: <ul style="list-style-type: none"> • Develop deeper understanding and connection to PBL – trainers from Buck Institute. • Continue high quality core instruction planning matched to students needs using: <ul style="list-style-type: none"> ○ PBL ○ 21C. Skills ○ District adopted programs ○ 16 Habits of Mind ○ RTI² ○ 7-Norms of Collaboration 	August 7, 2012 8:00 a.m.–2:30 p.m.
Building a Collaborative Community (Day 7) <ul style="list-style-type: none"> • Team Building Activity • Inner-City Arts Training: <ul style="list-style-type: none"> ○ <u>Integrating the Arts</u> throughout the curriculum • Module 3 Adaptive Schools <ul style="list-style-type: none"> ○ <i>Successful Meeting Structures</i> • Reflection on Learning 	School Community will: <ul style="list-style-type: none"> • Implement skilled collaboration skills in dialogue on effective use of instructional time • Differentiate between artist's perspective and coaching role in creating unit instructional map. 	August 8, 2012 8:00 a.m.–2:30 p.m.
Building a Collaborative Community (Day 8) <ul style="list-style-type: none"> • Team Building Activity • Inner-City Arts Training: Integrating the Arts throughout the curriculum • Grade level collaboration: Implementation-the continuous cycle of improvement: <ul style="list-style-type: none"> ○ <u>Analyze data</u> ○ Plan assessment ○ Plan instruction ○ Plan strategies to implement instruction/intervention ○ <u>Reflect on practice</u> 	School Community will: <ul style="list-style-type: none"> • Develop deeper understanding and connection to PBL – through the arts. • Continue high quality core instruction planning matched to students needs using: <ul style="list-style-type: none"> ○ PBL ○ 21C. Skills ○ District adopted programs ○ 16 Habits of Mind ○ RTI² ○ 7-Norms of Collaboration 	August 9, 2012 8:00 a.m.–2:30 p.m.

SMArT Academy
Proposed Professional Development Calendar

Topic of Professional Development	Expected Outcome	Date
Building a Collaborative Community (Day 9) <ul style="list-style-type: none"> District training: <ul style="list-style-type: none"> Effective use of FOSS in planning Science Effective use of Treasures & EnVision Grade level collaboration: Implementation-the continuous cycle of improvement: <ul style="list-style-type: none"> Analyze data <u>Plan assessment</u> <u>Plan instruction</u> Plan strategies to implement instruction/intervention <u>Reflect on practice</u> 	School Community will: <ul style="list-style-type: none"> Develop deeper understanding and connection to PBL – through the Science. Continue high quality core instruction planning matched to students needs using: <ul style="list-style-type: none"> PBL 21C. Skills District adopted programs 16 Habits of Mind RTI² 7-Norms of Collaboration 	August 10, 2012 8:00 a.m.–2:30 p.m.
Building a Collaborative Community (Day 10) <ul style="list-style-type: none"> Team Building <i>Instructional Strategies That Work</i> to build repertoire of effective strategies matched to student needs <ul style="list-style-type: none"> <i>SWD, EL, GATE</i> <i>Tiers 1, 2, 3</i> Reflection on Learning 	School Community will: <ul style="list-style-type: none"> Develop deeper understanding and connection to PBL – through the implementation of appropriate strategies to ensure access to the curriculum for all students. Continue high quality core instruction planning matched to students needs using: <ul style="list-style-type: none"> PBL 21C. Skills District adopted programs 16 Habits of Mind RTI² 7-Norms of Collaboration 	August 13, 2012 8:00 a.m.–2:30 p.m.
<ul style="list-style-type: none"> Grade level collaboration: Implementation-the continuous cycle of improvement: <ul style="list-style-type: none"> Analyze data Plan assessment <u>Plan instruction</u> <u>Plan strategies to implement</u> 	School Community will: <ul style="list-style-type: none"> Continue high quality core instruction planning matched to students needs using: <ul style="list-style-type: none"> PBL 21C. Skills District adopted programs 16 Habits of Mind RTI² 	August 17, 2012 8:00 a.m.-10:00a.m.

SMArT Academy
Proposed Professional Development Calendar

<u>instruction/intervention</u> ○ <u>Reflect on practice</u>	○ 7-Norms of Collaboration	
Topic of Professional Development	Expected Outcome	Date
Building a Collaborative Community <ul style="list-style-type: none"> • Team Building • Dialogue: <ul style="list-style-type: none"> ○ Mission/Vision of SMArT ○ School-wide Positive Behavior Support Plan (SWPBSP) ○ 16 Habits of Mind • Diagnostic Assessments – Grade level review and investigation 	School Community will: <ul style="list-style-type: none"> • Examine the school's mission, vision, and SWPBSP using the Adaptive Schools Model - 7 Norms of Collaboration • Investigate on which Habits of Mind to focus for the year. • Examine DIBELS, EnVision Diagnostic, CELDT, etc. to explore how and when data can be used to meet each student's needs. 	August 24, 2012 8:00 a.m.-10:00a.m.
Building a Collaborative Community <ul style="list-style-type: none"> • Team Building • Discussion & Consensus Building to establish the following: <ul style="list-style-type: none"> ○ Mission/Vision of SMArT ○ School-wide Positive Behavior Support Plan (SWPBSP) ○ 16 Habits of Mind for the year 	School Community will: <ul style="list-style-type: none"> • Reach consensus regarding the school's mission, vision, and SWPBSP using the Adaptive Schools Model - 7 Norms of Collaboration and the Habits of Mind. • Reach consensus on which Habits of Mind to focus for the year. 	August 31, 2012 8:00 a.m.-10:00a.m.
Building a Collaborative Community <ul style="list-style-type: none"> • Team Building Activity • Cross Grade level articulation/Grade level collaboration: Implementation- the continuous cycle of improvement: <ul style="list-style-type: none"> ○ <u>Analyze data</u> ○ <u>Plan assessment</u> ○ <u>Plan instruction</u> ○ <u>Plan strategies to implement instruction/intervention</u> ○ <u>Reflect on practice</u> 	School Community will investigate the data gathered to: <ul style="list-style-type: none"> • Provide opportunities to engage more with content organization, and promoting language acquisition (Access Strategies) • Establish and implement agreed upon characteristics for high quality core instruction and intervention • Effectively use UbD across all content areas for all students 	September 7, 2012 8:00 a.m.-10:00a.m.

SMArT Academy

Proposed Professional Development Calendar

As the year progresses, we will as a staff use the data, student need indicators, and teacher need/interest to guide the organization of the Professional Development Calendar. For each month, we will focus on the following to maintain consistency and cohesion in meeting the SMArT vision and mission.

September –

- Team Building Activity
- Grade Level Collaboration and Unit Templates for PBL project for 1st Semester (2 weeks)
- Habits of Mind & Instructional Conversations
- CELDT/Schedule/Activities/Administration
- SDAIE Access Strategies (Emphasis: Instructional Conversations)

October -

- Team Building Activity
- Data Analysis and Problem Solving- DIBELS & envision Diagnostic
- CST Blueprints (Easy Standards (TA's), Medium, Hard, and Power Standards (Teachers) for Small Group Push-In Model Modeled after Napa Elementary in Northridge)
- CST Data Presentation
- Technology Integration into Units

November –

- Team Building Activity
- Data Analysis and Problem Solving –Mathematics
- Habits of Mind Book Club
- RTI²- RIOT by ICEL – using data to inform appropriate intervention
- Language Appraisal Team (LAT)/Student Success Team (SST)
- Classroom Observation Protocol

December –

- Team Building Activity
- PBL Follow up #1 (1 day)
- Data Analysis and Problem Solving -Literacy
- School wide reflection on major components of instructional program based on students outcomes in the form of data and artifacts
- Habits of Mind (Book Club)
- Access to Core: SDAIE Access Strategies (Academic Language)
- Teacher Portfolios (Artifacts: Student Work)
- Student Performance Portfolios (Emphasis: Writing)

January –

- Team Building Activity
- Grade Level Collaboration and Unit Template for PBL project for 2nd Semester (2 weeks)
- Habits of Mind (Book Club) and Habits of Mind Rubric Template for Student Reflection
- SDAIE Access Strategies (Academic Language)
- Criteria for Identifying Gifted and Talented Students
- Music Center Training on Theatre, Dance, Music, and Dance

February—

- Team Building Activity

SMArT Academy
Proposed Professional Development Calendar

- Data Analysis and Problem Solving-Mathematics
- Habits of Mind (Book Club)
- Music Center Training on Theatre/Visual Arts - Arts Integration for Content Areas and PBL

March—

- Team Building Activity
- CST schedule/activities/administration
- Data Analysis and Problem Solving-Literacy
- Data Analysis and Problem Solving-DIBELS (K-3)
- Habits of Mind (Book Club)
- SDAIE Access Strategies (Advanced Graphic Organizers: Thinking Maps)
- Music Center Training on Music/Dance - Arts Integration for Content Areas and PBL

April -

- Team Building Activity
- Data Analysis and Problem Solving-Mathematics
- Habits of Mind Book Club

May—

- Team Building Activity
- SMArT Academy Fair
- Testing and planning effectively

June -

- Team Building Activity
- Data Analysis and Problem Solving –Literacy
- Data Analysis and Problem Solving- DIBELS (K-3)
- PBL Follow up #2 (1 day)
- Habits of Mind Book Club
- School wide reflection on major components of instructional program based on students outcomes in the form of data and artifacts
- Teacher Portfolios (Artifacts: Student Work)
- Student Portfolios (Emphasis: Math)
- School year closing procedures

SMArT Academy
Proposed Professional Development Calendar

SMArT Academy
Professional Development Plan

Prior to Opening	Year I	Year II	Year III
<p>Focus- Building Community and Common Understandings</p> <ul style="list-style-type: none"> • Team Building Activity • Vision/Mission • School Plan • Compliance & School-based Procedure Items <ul style="list-style-type: none"> ○ Parent Orientation ○ School Uniforms ○ Opening Day Schedule • Initial training on: <ul style="list-style-type: none"> ○ RtI² ○ Project Based Learning ○ Seven Norms of Collaboration ○ Habits of Mind ○ 21st Century Skills <p>Establish Foundation in: Positive Communication and Setting High Achievement Goals</p>	<p>Focus- Establishing:</p> <ul style="list-style-type: none"> • Common Understandings <ul style="list-style-type: none"> ○ School Vision/Mission ○ Initiating School Action Plan • Procedures & Traditions <ul style="list-style-type: none"> ○ Parent Involvement ○ SMArT Fairs, Nights, Assemblies • Discipline Policy <ul style="list-style-type: none"> ○ Seven Norms of Collaboration ○ Habits of Mind ○ Second Step ○ Referral Policy & Action Steps • District/State Compliance Items <ul style="list-style-type: none"> ○ Child Abuse ○ School Calendar & Schedule • Pedagogy <ul style="list-style-type: none"> ○ Project Based Learning ○ 21st Century Skills • Data and Resources <ul style="list-style-type: none"> ○ Review & Investigation <ul style="list-style-type: none"> ▪ EL Reclassification ▪ CST/CMA/Diagnostic ○ Problem Solving Process 	<p>Focus- Reflecting, Reviewing, Redressing:</p> <ul style="list-style-type: none"> • Using the Problem Solving Process & Data– <ul style="list-style-type: none"> ○ Investigate successes and areas of need as a school, a grade level, a teacher, and student ○ Using the RtI² Pyramid, review results and possible causes. ○ Analyze what action plans can continue and which need thoughtful changes <ul style="list-style-type: none"> ▪ Differentiation ▪ Collaboration ▪ Lesson design ▪ Teaming ▪ Peer to peer support ▪ Committed partnerships ○ Analyze Student Data <ul style="list-style-type: none"> ▪ CST/CMA/Diagnostic ▪ EL Reclassification ○ Commitment to Deepen Parent Connection 	<p>Focus- Carrying out formal Community Projects:</p> <ul style="list-style-type: none"> • Pedagogy • Data • Community • Common Core Standards <p>Reflecting, Reviewing, Redressing:</p> <ul style="list-style-type: none"> • Using the Problem Solving Process & Data to– <ul style="list-style-type: none"> ○ Reconnect and review <ul style="list-style-type: none"> ▪ SMArT Academy Plan ▪ Differentiation ▪ Collaboration & Teaming ▪ Lesson design ▪ Peer to peer support ▪ Committed partnerships ▪ PBL ▪ Habits of Mind • Continue PD on: <ul style="list-style-type: none"> ○ RtI² ○ Project Based Learning ○ Seven Norms of Collaboration ○ Habits of Mind ○ 21st Century Skills • Analyze Data <ul style="list-style-type: none"> ○ CST/CMA/Diagnostic ○ EL Reclassification ○ Commitment to Deepen Parent Connection

SMArT Academy
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Waiver Identification Form

School Site: Central Region Elementary School #21

Proposed School/Design Team Name: SMArT Academy

Proposed Governance Model (mark all that apply):

- ☐ Traditional ☐ Local Initiative School ☐ Expanded School Based Management
☒ **New School (N/A)** ☐ Pilot ☐ Network Partner

Waiver Request:

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

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

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

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

Approval Signature:

Principal/Administrator: _____ Date: _____

UTLA Chapter Chair/Rep: _____ Date: _____