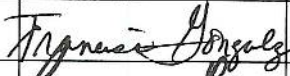




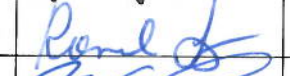








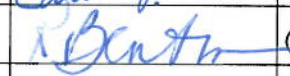


**APPENDIX A: LETTER OF INTENT**LOS ANGELES UNIFIED SCHOOL DISTRICT  
PUBLIC SCHOOL CHOICE MOTION**FINAL LETTER OF INTENT**

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	
<b>Name of Applicant Team</b> <i>(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):</i> <b>LAUSD Local District 7 / UTLA</b> <b>Francisco Gonzalez</b>	
<b>Address:</b> 10616 S. Western Ave. Los Angeles, CA 90047	<b>Phone Number:</b> (323) 242-1300
<b>Website (if applicable)</b>	<b>Email Address:</b> francisco.gonzalez@lausd.net
<b>School site for which your team is submitting a Letter of Intent:</b>	<b>SRES #12 – Dr. Lawrence H. Moore Math Science Technology Academy</b>
<b>Grade configuration of your school:</b>	<b>K-6</b>
<b>School model for which you are applying:</b>	<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter
<b>Please respond:</b> 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. <b>No</b> 2. 3.
<b>School calendar-- please provide the following dates:</b> 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. <b>August 14, 2012 - June 4, 2013</b> 2. <b>December 17, 2012 - January 6, 2013</b> 3. <b>March 25, 2013 - March 29, 2013</b>

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Francisco Gonzalez		(323) 242-1300	francisco.gonzalez@lausd.net	Local District 7 Principal Leader
2. Dr. Barbara Lake		(323) 242-1300	bclake@aol.com	LASDI
3. Dr. Lawrence Moore		(323) 936-0112	LHMoore2010@live.com	Retired Administrator
3. Maria Anguera		(213) 590-3103	maria.anguera@gmail.com	Miramonte Elem. Teacher
4. Grecia Marroquin		(323) 459-1549	gpm2014@lausd.net	Miramonte Elem. Teacher
5. Dr. Rosalinda Lugo		(323) 255-2010	rlugo6@lausd.net	Local District 7 Principal Leader
6. Nicholas Camonte		(323) 347-8422	ncamonte@gmail.com	Lillian St. Elem. Teacher
7. Isabel Perez		(562) 861-6330	iperez1@lausd.net	Lillian St. Elem. Cat. Prog. Coordinator
8. Raymundo Reyes		(323) 309-0937	rgr4887@lausd.net	Hooper Elem. Teacher
9. Christopher Downing		(323) 242-1300	christopher.downing@lausd.net	Local District 7 Principal Leader
10. William Downing		(323) 242-1300	william.downing@lausd.net	Local District 7 RTI <sup>2</sup> Expert
11. Christopher Arellano		(323) 225-0121	christopher.arellano@pepperdine.edu	UTLA Area Representative
12. Gloria Silva		(323) 581-1658	N/A	Miramonte Elem. Parent
13. Norma Reyna		(323) 633-9900	N/A	Miramonte Elem. Parent
14. Ruby Silva		(323) 709-7228	r.silva1005@att.net	Lillian St. Elem. Parent Comm. Rep.
15. Edith Pizano		(323) 378-0164	Edithpizano41@yahoo.com	Lillian St. Elem. Parent
16. Robin Benton		(323) 242-1300	robin.benton@lausd.net	Local District 7 Principal Leader

(Please add lines and pages as necessary)





## PSC 3.0 Commitments and Expectations Form

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

### Lawrence H. Moore MST Academy (SRES #12)

Applicant Team Name/Organization	Local District 7 and UTLA
Name of Team Representative	Francisco Gonzalez
Signature of Team Representative	

Design Team Member Name	Signature
1. Francisco Gonzalez	Francisco Gonzalez
2. Dr. Barbara Lake	Barbara Lake
3. Dr. Lawrence Moore	Lawrence Moore
4. Maria Anguera	Maria Anguera
5. Grecia Marroquin	Grecia Marroquin
6. Dr. Rosalinda Lugo	Rosalinda Lugo
7. Nicholas Camonte	Nicholas Camonte
8. Isabel Perez	Isabel Perez
9. Raymundo Reyes	Raymundo Reyes
10. Christopher Downing	Christopher Downing
11. Will Downing	Will Downing
12. Christopher Arellano	Christopher Arellano
13. Gloria Silva	
14. Norma Reyna	
15. Ruby Silva	Ruby Silva
16. Edith Pizano	Edith Pizano

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

1

NAME OF PSC SCHOOL: Dr. Lawrence H. Moore

	3										4																			
	Demographic					Performance					CST Proficiency					Others														
	Size	Ethnicity	Other Groups			API	CST Proficiency					Others																		
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009		
2	Dr. Lawrence H. Moore																													
	Charter School/Network Partner																													
	School 1																													
	School 2																													
	Local District 7																													
	Elementary, Middle, or High Schools																													
	Miramonte																													
	Lillian St.																													
	Hooper																													
	Internal Teacher Team (Optional)																													

FRPL % Proficient  
 ELA 2010

**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: Dr. Lawrence H. Moore Math Science Technology Academy				Design Team Name: Local District 7/UTLA				
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	34.9%	33.6%	24.0%	Rtl <sup>2</sup> Framework Tier 1 Core Instruction Tier 2 Sm. group push in/pull out Tier 3 Intensive pull out  <u>Access Strategies</u> Instructional Conversations Cooperative and Communal Learning Environment Academic Language Advanced Graphic Organizers  <u>Replacement Curriculum</u> (ex. Read 180; LANGUAGE) <u>After school &amp; Saturday School Tutoring.</u> <u>AEMP/MELD Strategies</u> Multi-media & Computer Tech.	<ul style="list-style-type: none"><li>• CST / CMA Annual Summative Assessment</li><li>• Language Arts Periodic Assessments</li><li>• DIBELS</li><li>• PLC created Common Formative Assessments</li><li>• Treasures Progress Monitoring / Diagnostic Assessments</li><li>• Annual CELDT for English Learners</li></ul>	18.0%	12.6%
	English Learners	54.0%	57.0%	51.3%			46.2%	42.0%
	Special Education	79.0%	78.0%	70.0%			63.0%	57.0%
	African American	16.0%	20.0%	18.0%			16.0%	15.0%
	Latino	35.0%	36.0%	32.4%			29.2%	26.3%
	White	N/A	N/A	N/A			N/A	N/A
	Asian	N/A	N/A	N/A			N/A	N/A
	Economically Disadvantaged	36.0%	36.0%	32.4%			29.2%	26.3%
2	% of all students scoring Prof or Adv	31.0%	33.2%	40.0%	Rtl <sup>2</sup> Tier 1 and differentiation  Multi-media & Computer Tech.  Access & AEMP/MELD	<ul style="list-style-type: none"><li>• CST / CMA Annual Summative Assessment</li><li>• Language Arts Periodic Assessments</li><li>• DIBELS</li><li>• PLC created Common</li></ul>	46.0%	51.4%
	English Learners	14.2%	27.0%	34.3%			40.8%	46.7%
	Special	8.5%	6.0%	15.4%			23.8%	31.4%

# Public School Choice 3.0 Performance Plan

PSC School Site: Dr. Lawrence H. Moore Math Science Technology Academy Design Team Name: Local District 7/UTLA

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>Education</i>				<b>Strategies</b>	<b>Formative Assessments</b>		
<i>African American</i>	61.5%	33.3%	40.0%	<b>Differentiation</b>	<ul style="list-style-type: none"> <li>Treasures Progress Monitoring /</li> </ul>	46.0%	51.4%
<i>Latino</i>	30.3%	33.1%	40.0%	<b>Acceleration/Pacing</b>	<b>Diagnostic Assessments</b>	46.0%	51.4%
<i>White</i>	N/A	N/A	N/A	<b>Depth &amp; Complexity</b>	<b>Annual CELDT for English Learners</b>	N/A	N/A
<i>Asian</i>	N/A	N/A	N/A	<b>Icons</b>		N/A	N/A
<i>Economically Disadvantaged</i>	30.7%	33.2%	40.0%	<b>Novelty</b>		46.0%	51.4%
<b>CST MATH</b>							
<b>3</b>	% of all students scoring FBB/BB	31.0%	33.0%	30.0%	<b>RtI<sup>2</sup> Framework</b>	27.0%	24.0%
	<i>English Learners</i>	42%	46.0%	41.0%	<b>Tier 1 Core Instruction</b>	37.0%	34.0%
	<i>Special Education</i>	55.3%	73.0%	66.0%	<b>Tier 2 Sm. group push in/pull out</b>	59.0%	53.0%
	<i>African American</i>	40.0%	40.0%	36.0%	<b>Tier 3 Intensive pull out</b>	32.0%	29.0%
	<i>Latino</i>	31.0%	33.0%	30.0%	<b>Access Strategies</b>	27.0%	24.0%
	<i>White</i>	N/A	N/A	N/A	<b>Instructional</b>	N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A	<b>Conversations</b>	N/A	N/A
	<i>Economically Disadvantaged</i>	31.0%	33.0%	29.7%	<b>Cooperative and Communal Learning Environment</b>	26.8%	24.1%
				<b>Academic Language Advanced Graphic Organizers</b>	<b>Formative Assessments</b>		
				<b>Replacement Curriculum</b>	<b>Treasures Progress Monitoring /</b>		
				<b>Touch Math</b>	<b>Diagnostic Assessments</b>		
				<b>After school &amp; Saturday School Tutoring.</b>	<b>Annual CELDT for English Learners</b>		
<b>4</b>	% of all students scoring Prof or	45.0%	43.0%	48.7% Safe	<b>RtI<sup>2</sup> Tier 1 and differentiation strategies</b>	53.8% Safe	58.5% Safe



## Public School Choice 3.0 Performance Plan

PSC School Site: Dr. Lawrence H. Moore Math Science Technology Academy      Design Team Name: Local District 7/UTLA

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
Advanced <i>English Learners</i>	28.9%	40.0%	Harbor 46.0%	Access Strategies	<ul style="list-style-type: none"> <li>Language Arts Periodic Assessments</li> <li>DIBELS</li> </ul>	Harbor 51.4%	Harbor 53.7%
Special <i>Education</i>	21.3%	19.6%	27.6%	Differentiation Acceleration/Pacing	<ul style="list-style-type: none"> <li>PLC created Common Formative Assessments</li> </ul>	34.8%	37.8%
African <i>American</i>	30.8%	23.1%	30.8%	Depth	<ul style="list-style-type: none"> <li>Treasures Progress Monitoring /</li> </ul>	37.8%	44.0%
Latino	44.4%	43.0%	49.0%	Complexity	Diagnostic Assessments	54.0%	59.0%
White	N/A	N/A	N/A	Novelty		N/A	N/A
Asian	N/A	N/A	N/A	Language of the Discipline		N/A	N/A
Economically <i>Disadvantaged</i>	44.1%	43.2%	48.9%			54.0%	59.0%
<b>ENGLISH LEARNERS (EL)</b>							
7 % Reclassification Rate	9.4%	10.3%	21.0%	SDAIE ELD RTI <sup>2</sup> : Tier 1 & Tier 2 After school & Saturday School Tutoring Bilingual Support	<ul style="list-style-type: none"> <li>ELD Portfolio</li> <li>CST Scores</li> <li>Progress Reports</li> <li>Periodic Assessments</li> </ul>	27.0%	33.0%
8 % EL Students Scoring Proficient on CELDT	58.2%	47.6%	57.5%	SDAIE ELD RTI <sup>2</sup> : Tier 1 & Tier 2 After school & Saturday School Tutoring Bilingual Support	<ul style="list-style-type: none"> <li>Annual CELDT for English Learners</li> <li>Periodic Assessments</li> <li>ELD Portfolios</li> </ul>	59.0%	61.0%
<b>GRADUATION (high schools only)</b>							
9 Four Year Cohort Grad Rate							
10 CAHSEE Pass Rate (10 <sup>th</sup> grade)							

# Public School Choice 3.0 Performance Plan

PSC School Site: Dr. Lawrence H. Moore Math Science Technology Academy Design Team Name: Local District 7/UTLA

	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
11	% Students In A-G Courses Receiving Grade of C or Higher							
12	% Graduates Meeting A-G Requirements							
<b>RETENTION RATE (high schools only)</b>								
	# First Time 9th Graders							
	% Retained 9 <sup>th</sup> Graders							
<b>CULTURE/CLIMATE &amp; MISSION-SPECIFIC</b>								
13	Attendance Rate for Students	95.6%	96.1%	96.0%	Incentives & Recognitions Regular Monitoring Positive Culture/SWPBSP Tier2 & Tier3 for At- Risk Student Parent Training & Education Community Partnerships Classroom Visits Communication with Parents	<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>School Report Card</li> <li>Suspension &amp; ODR Data</li> </ul>	96.0%	96.0%



## Public School Choice 3.0 Performance Plan

PSC School Site: Dr. Lawrence H. Moore Math Science Technology Academy				Design Team Name: Local District 7/UTLA			
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
14 Attendance Rate for All Staff	95.1%	96.2%	96.0%	Incentives & Recognitions PLC's Expectations	<ul style="list-style-type: none"><li>Monthly Reports</li><li>School Report Cards</li></ul>	96.0%	96.0%
15 Number of Suspensions	0.2%	0.3%	0.0%	Communication with Parents Discipline Assemblies SWPBSP Alternatives to Suspensions	<ul style="list-style-type: none"><li>ODR</li><li>Suspension Reports</li><li>School Report Cards</li></ul>	0.0%	0.0%
16 School Experience Survey: % Parents Participating	0.5%	23.7%	40.0%	Incentives for Staff, Students & Parents Communications w/Stakeholders Monitoring Activities to Increase Parent Involvement Make Survey Easily Accessible to Parents	<ul style="list-style-type: none"><li>School Report Cards</li><li>Classroom Checklist</li><li>Results of Daily Monitoring during Survey Window</li></ul>	50.0%	52.5%
17 School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	100%	92.1	94.0%	Communication w/Parents Parent Meetings Provide Parent Volunteer Opportunities Parent & Family Center Volunteer Recognitions	<ul style="list-style-type: none"><li>Volunteer Sign-in Book</li><li>Number of Parent Recognition Certificates Awarded</li><li>School Report Cards</li><li>Attendance at School Events</li></ul>	96.0%	98.0%
18 Culture or Mission-Specific Indicator							

## Public School Choice 3.0 Performance Plan

PSC School Site: Dr. Lawrence H. Moore Math Science Technology Academy      Design Team Name: Local District 7/UTLA

	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	Culture or Mission-Specific Indicator							
20	Culture or Mission-Specific Indicator							

Local District 7 / UTLA

Design Team Name

*Lawrence H. Moore*

Applicant Team Representative Signature

*11-18-11*

Date

*George J. McKenna II*

Local District Superintendent Signature



LOCAL DISTRICT 7/ UTLA  
**Lawrence H. Moore Math Science Technology Academy (SRES #12)**

**Attachment T:**

**Dr. Lawrence H. Moore Math, Science, Technology Academy will follow the Los Angeles Unified School District' policies for Assessment Development Timeline.**

**Dr. Lawrence H. Moore Math, Science, Technology Academy is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.**

**Waiver # 4: Local Interim Benchmark Assessments:**

After year 1, the staff at LHM MST Academy will have the opportunity to develop an assessment process for students using valid holistic assessments such as DIBELS, Treasures, CORE K-12, Kinder Checklist and/or other research based assessments. As a data driven school, LHM MST Academy will implement assessments that will allow teachers to monitor students periodically (eg. weekly and end of units). RLA and Math pacing plans will be developed with input from teachers in order to best meet the needs of the students.

LOCAL DISTRICT 7/ UTLA  
**Lawrence H. Moore Math Science Technology Academy (SRES #12)**

**Attachment U:**

**Dr. Lawrence H. Moore Math, Science, Technology Academy will follow the Los Angeles Unified School District's 2012-2013 Early Start Calendar**



## Attachment V: Professional Development Schedule

The professional development calendar is aligned with the vision, mission, goals and instructional plan of the school. The plan provides for an average of 130 hours of professional development per teacher for the school year. The 5-day Prior to School Year Professional Development will be 30 hours and the professional development will be the remaining 100 hours distributed throughout the school year.

### **Proposed Professional Development Schedule 5 Days before the beginning of the School Year**

<b>Days</b>	<b>Topics</b>	<b>Staff Responsible</b>
<b>Day 1</b>	Introduction to Professional Learning Communities <ul style="list-style-type: none"> <li>• Pillars of Effective School: Vision, Mission, Values and Goals</li> <li>• The 8 Characteristics of Effective Schools</li> </ul>	LD7 Staff Administrator Instructional Coaches
<b>Day 2</b>	Professional Learning Community/Big Idea # 1: Focus on Learning <ul style="list-style-type: none"> <li>• Learning for All is a fundamental purpose of a PLC</li> <li>• Everyone works together with a Focus on Learning for all students</li> <li>• What should be happening at schools to ensure students learn?</li> <li>• Staff collaboration as opposed to working in isolation</li> <li>• There's a clarity regarding essential knowledge and skills students have to acquire</li> <li>• Systematic interventions and enrichment</li> <li>• Staff uses data to inform and improve their practice</li> <li>• Staff uses data to actively diagnose where students are doing well and where they need help</li> <li>• Evidence of what students know and don't know drives a PLC</li> </ul>	LD7 Staff Administrator Instructional Coaches
<b>Day 3</b>	Professional Learning Community/Big Idea # 2: A Collaborative Culture <ul style="list-style-type: none"> <li>• Teachers work interdependently to achieve common goals</li> <li>• Collaborative teams build shared knowledge and understanding about essential learning</li> <li>• Collaboration focuses on issues and questions that most impact student achievement</li> <li>• Steps to Collaboration:                             <ul style="list-style-type: none"> <li>• Embed collaboration into the routine practices of the school</li> <li>• Create protected time to collaborate on a weekly basis</li> <li>• Use Learning Questions to engage in Collective Inquiry</li> <li>• Monitor the work of collaborative teams through their products</li> </ul> </li> </ul>	LD7 Staff Administrator Instructional Coaches
<b>Day 4</b>	Professional Learning Community/Big Idea # 3: A Focus on Results <ul style="list-style-type: none"> <li>• Teams take collective responsibility for results—Are the students learning and how do we know?</li> <li>• Constantly gather and seek evidence to respond to students who are struggling and also to inform teachers of their own instructional practices</li> <li>• Shift of focus in the use of assessment data from measuring and reporting student performance to diagnosing and</li> </ul>	LD7 Staff Administrator Instructional Coaches

	<p>improving student performance</p> <ul style="list-style-type: none"> <li>Data (common formative assessments, periodic assessments, state assessments, etc) triggers reflection and improvement cycles</li> </ul>	
<b>Day 5</b>	<p>Professional Learning Community</p> <p>Cultural Shifts:</p> <p>Adopting the three big ideas requires a cultural shift:</p> <ul style="list-style-type: none"> <li>From teacher centered to learning centered</li> <li>From teachers individually determine what and how to teach student to teams collaborating to build shared knowledge and understanding of essential learning</li> <li>From teachers taking responsibility for teaching to teachers taking responsibility for student learning</li> <li>In PLCs teachers have time and resources to reflect on their own practices</li> </ul>	LD7 Staff Administrator Instructional Coaches

**Professional Development Calendar**  
**1<sup>st</sup> Semester**

<b>Week</b>	<b>Banked Time Tuesday's (1 hour)</b>	<b>Staff Meetings (1 hour after Banked Tuesday PD)</b>	<b>1 Hour after School</b>	<b>Other professional development for targeted audience</b>
1		Review professional development plan Review Opening of School procedures.	Protocols and Norms for Effective Collaboration for the PLCs	<b>1<sup>st</sup> Monday of the Month: New Teachers' Support:</b> Classroom management strategies
2		Identification of essential standards and unpacking of the standards. Introduction to RTI <sup>2</sup> "good first teaching"	Review and analyze District wide, school, and class CST data using the MyData system. Determine instructional priorities based on school data and class data Align data with school and district priorities	
3	PLCs develop instructional action plans and pacing plans from data analysis	PLCs develop instructional action plans and pacing plans from data analysis (Continuation from Banked-Time Tuesday) for next 8 weeks	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	<b>3<sup>rd</sup> Monday of the Month: New Teachers' Support:</b> Stall Evaluation Process
4	Identification of essential standards, unpacking of the standards.	Identification of essential standards. Integration of the Leadership Curriculum /Indicators into content	Identification of essential standards and unpacking of the standards. Revision of action	<b>PLC/SLC Planning Day/RTI<sup>2</sup> Data Day:</b> Focus on Results:



	Power Standards and unwrapping of the ELA and Mathematics power standards.	area. Revision of action plans to ensure they unpack the standards Develop Common Formative Assessments through CORE K-12 Assessment system for progress monitor	plans to ensure teachers unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	Topic: Using Data protocols to guide teaching and learning
5	RTI <sup>2</sup> for Tier 2 support /supplemental intervention	Select and plan appropriate support based on most recent data to implement RTI <sup>2</sup> Tier 2 strategies.	Select and plan appropriate support based on most recent data to implement RTI <sup>2</sup> Tier 2 strategies.	<b>Monday of the Month:</b> New Teachers' Support: Handling Behavior Problems
6	RTI <sup>2</sup> for Tier 2 support /supplemental intervention	Select and plan appropriate strategies based on most recent data to implement RTI <sup>2</sup> Tier 2 support	Select and plan appropriate support based on most recent data to implement RTI <sup>2</sup> Tier 2 strategies.	<b>Monday of the Month:</b> New Teachers' Support: Interacting and collaborating with students: Homework through the eyes of students. Peer interaction Teaching children to work cooperatively
7	RTI <sup>2</sup> Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RTI <sup>2</sup> Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic problems.	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing	
8	RTI <sup>2</sup> Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RTI <sup>2</sup> Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic problems.	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing	<b>Monday of the Month: New Teachers' Support:</b> Assessments: CORE K-12 Improving students' performance with precise teacher feedback using data to address the needs of

				students needing Tier 2 and Tier 3 support
9	PLCs develop instructional action plans and pacing plans from data analysis	PLCs develop instructional action plans and pacing plans from data analysis for next 8 weeks	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	<b>PLC Planning Day by Grade Level/RTI<sup>2</sup> Data Day:</b> Focus on Results: Topic: Using Data protocols to guide teaching and learning
10	Identification of essential standards, unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Focus on Action Strategies to strengthen Tier 1 Support	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Action Strategies to strengthen Tier 1 Support	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Action Strategies to strengthen Tier 1 Support	<b>Monday of the Month</b> New Teachers' Support: Working with Special Needs students. IEPs MCD outcomes
11	Identification of essential standards, unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	Identification of essential standards and unpacking of the standards. Power Standards and unwrapping of the ELA and Mathematics power standards. Revision of action plans to ensure they unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	
12	Review RTI <sup>2</sup> for Tier 2 support /supplemental intervention Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RTI <sup>2</sup> Tier 2 strategies. Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RTI <sup>2</sup> Tier 2 strategies. Using Access Strategies and SDAIE	<b>Preparing for Teacher parent communication:</b> Parent conferences Helping parents understand their child's progress
13	Review RTI <sup>2</sup> for Tier 2 support	Select and plan appropriate strategies	Select and plan appropriate support	



	/supplemental intervention Using Access Strategies and SDAIE	based on most recent data to implement RTI <sup>2</sup> Tier 2 support  Using Access Strategies and SDAIE	based on most recent data to implement RTI <sup>2</sup> Tier 2 strategies. Using Access Strategies and SDAIE	
14	Review RTI <sup>2</sup> Tier 3 strategies known as Intensive Intervention.  Using Access Strategies and SDAIE	*Plan implementation of RTI <sup>2</sup> Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic problems.  Using Access Strategies and SDAIE	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing  Using Access Strategies and SDAIE	
15	RTI <sup>2</sup> Tier 3 strategies known as Intensive Intervention.  Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	
16	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	
17	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	
18	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	Using Access Strategies and SDAIE to strengthen Tier I, Tier 2 and Tier	

*The Public School Choice Review Process will provide the school with additional data and information that will shape the professional development plan.*

**Professional Development Calendar  
2<sup>nd</sup> Semester**

**(To Be Developed by School Site in December after feedback from the PD for 1<sup>st</sup> Semester)**

LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

**Waiver Identification Form**

**School Site: Dr. Lawrence H. Moore Math, Science, Technology Academy (LHM MST Academy)**

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

**Proposed Governance Model (mark all that apply):**

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

**Waiver Request:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Methods of improving pedagogy      | <input checked="" type="checkbox"/> Curriculum  |
| <input checked="" type="checkbox"/> Assessments                        | <input checked="" type="checkbox"/> Scheduling  |
| <input checked="" type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development  |
| <input checked="" type="checkbox"/> Budgeting control employees        | <input checked="" type="checkbox"/> Mutual consent requirement for  |
| <input checked="" type="checkbox"/> Teacher assignments*               | <input checked="" type="checkbox"/> Staff appointments (e.g., department chairs)*   |
| <input checked="" type="checkbox"/> Discipline & codes of conduct      | <input checked="" type="checkbox"/> Other:-7 hour on-site work day two days a week  |
|  | -20 hours of volunteer time per year  |
|  | -Professional Standard of Dress   |
|  | -LIS Waiver #10: Local process/method for determining assignment of teachers to grade level   |
|  | -LIS Waiver #11: Local process/method of selecting teachers as grade level chairs, coordinators, instructional coaches and other out of classroom certificated staff. |
|  | -Requesting two additional set-aside rooms  |
|  | -100% Staff Selection by the Personnel Team/Design Team (Article XI Section 16.0)   |

☐ Health and safety

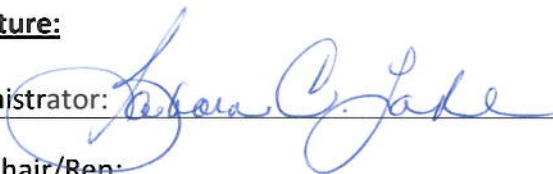
\*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

\*\*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: Feb 6, 2012

UTLA Chapter Chair/Rep:

Date:

LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**

**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

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

**Date:** February 7, 2012

**School/Office:** LHM MST Academy

**Local District/Division:** LD 7

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


**Waiver Description:** (Describe the actions that require a waiver)  
The criteria for professional attire will be locally determined by the teachers.

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

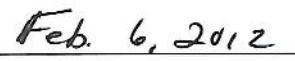
Teachers must be role models for the students. Professional attire sets a culture of respect and responsibility. The teachers will meet, discuss and identify professional attire that is appropriate to their grade level assignment. The teachers will be asked to adopt this professional attire for all certificated staff.

Requesting Administrator's Approval:

  
Principal/Administrator

  
Date

  
Local District Supt/Division Head/Designee

  
Date

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



LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

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

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

Date: February 7, 2012

School/Office: LHM MST Academy

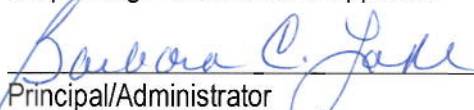
Local District/Division: LD7

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article XI Section 16.0

**Waiver Description:** (Describe the actions that require a waiver)  
Full autonomy in the initial selection of its teachers for all site-based openings

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)  
As part of the Local School Empowerment Initiative, LHM MST Academy is requesting full autonomy in the selection of its teachers for all site-based openings. The Staff Selection Committee will select staff based on experiences, content knowledge and expertise, and commitment to the PSC plan. This request is being made with full understanding of the legal mandates stated in the District-UTLA agreement. We are requesting that LHM MST Academy be granted the privilege to select 100% percent of its teachers and be free of District-mandated priority placements, or "must-place" teachers, including those from feeding schools (Miramonte Elementary School, Lillian Elementary School and Hooper Street Elementary School).

Requesting Administrator's Approval:

  
Principal/Administrator

  
Date

  
Local District Supt/Division Head/Designee

  
Date

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Los Angeles, CA 90017  
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LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

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

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

**Date:** February 7, 2012

**School/Office:** LHM MST Academy

**Local District/Division:** LD 7

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX 1.0 General Workday Provisions

**Waiver Description:** (Describe the actions that require a waiver)

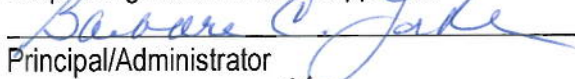
The employee hours for two days a week will be seven hours on-site and one hour off-site,

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

This additional on-site hour will be used to provide opportunities for enrichment programs and vertical and horizontal articulation.

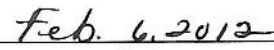
The Small Learning Communities (SLC) will develop an after school program to take place during the extra on-site hour. The afterschool activities will provide students and their families' more freedom to select programs and activities based on interest and needs. The after-school programs will allow the stakeholders opportunities to implement the school's mission of providing standards based tiered instruction and intervention that addresses the academic, social, and emotional development of each student through equal opportunity for engagement in an enriching and collaborative learning community. This additional time is necessary because the regular school day does not allow time for these enrichment activities and articulation. The community where the school is located lacks sufficient, affordable recreation centers where these types of activities could take place. Schools in our community are vital in providing the students with exposure to these types of after school programs. These activities support academic achievement in school through the development of the child.

Requesting Administrator's Approval:

  
Principal/Administrator

  
Date

  
Local District Supt/Division Head/Designee

  
Date

Send or fax completed/signed form to: Office of Staff Relations  
333 S. Beaudry Avenue, 14<sup>th</sup> Floor  
Los Angeles, CA 90017



LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Staff Relations

**LIS Waiver # 11 Local Process/Methods for Selecting Teachers As  
Grade Level Chairs, Coordinators, and Instructional Coaches**

**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

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

**Date:** February 7, 2012

**School/Office:** LHM MST Academy

**Local District/Division:** LD7

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

**Waiver Description:** (Describe the actions that require a waiver)


A Staff Selection Committee will be established in order to select non-register carrying certificated support staff based on a locally created criteria.

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

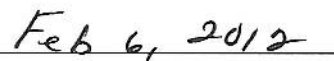
A Staff Selection Committee will be established in order to select teachers as grade level chairs, coordinators and instructional coaches based on locally created criteria. This waiver is needed in order to have the most qualified support personnel selected for the position. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. The selection process will include a district-wide search, an application process, and interviews. The Staff Selection Committee will reach consensus in selection of staff.

Requesting Administrator's Approval:

  
Principal/Administrator

  
Date

  
Local District Supt/Division Head/Designee

  
Date

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



LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

**Date:** February 7, 2012

**School/Office:** LHM MST Academy

**Local District/Division:** LD7

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

**Waiver Description:** (Describe the actions that require a waiver)

We are requesting two additional set-aside rooms to provide a math laboratory and a science laboratory for the students.

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

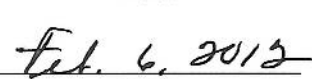
We are requesting laboratories to fulfill our mission and vision, which is to offer an enhanced and enriched math and science program. This objective cannot always be accommodated in the regular classroom. Specific equipment and materials, as a space to store them, are needed to meet these goals.

Requesting Administrator's Approval:

  
Principal/Administrator

  
Date

  
Local District Supt/Division Head/Designee

  
Date

Send or fax completed/signed form to: Office of Staff Relations  
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Los Angeles, CA 90017  
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LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

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

**LIS Waiver # 10: Local Process/Method for Determining Assignment of Grade Level**

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

**Date:** February 7, 2012

**School/Office:** LHM MST Academy

**Local District/Division:** LD7

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX-A 2.0 c ii

**Waiver Description:** (Describe the actions that require a waiver)

The Staff Selection Committee will develop a process for determining assignments to grade levels based on experiences, content knowledge expertise, commitment to the PSC plan, and the educational program.

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

The Staff Selection Committee will develop a process for determining assignments to grade levels based on the ability to implement the school's experiences, content knowledge expertise, commitment to the PSC plan, and the educational program. The process will include, submission of a preference form including relevant qualifications and experiences and assignment by the Staff Selection Committee. The matrix with the assignments will be posted at a designated time. This waiver is needed in order to have staff assigned to grade levels based on the needs of the whole child. The teachers' experiences required for addressing the needs of the child vary grade to grade. Therefore, the school needs to be able to establish a method by which teachers with the appropriate training and background are placed in specific grades. The Staff Selection Committee will establish an equitable method by which teachers are assigned to a grade. The Staff Selection Committee will include four teachers (three elected for that purpose, plus the ULTA Chapter Chair), the Principal or designated administrator; a classified employee selected by the school's classified staff and two parents selected by the parents on the School Site Council. Adjustments to this selection process will be reviewed and amended as needed. The Staff Selection Committee will reach consensus in selection of staff.

Requesting Administrator's Approval:

*Barbara C. Jade*  
Principal/Administrator

*Feb. 6, 2012*  
Date

*Francisco Gonzalez*  
Local District Supt/Division Head/Designee

*Feb. 6, 2012*  
Date

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



LOCAL DISTRICT 7/ UTLA  
Lawrence H. Moore Math Science Technology Academy (SRES #12)

Fax: 213-241-8405  
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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

**Date:** February 7, 2012

**School/Office:** LHM MST Academy

**Local District/Division:** LD7

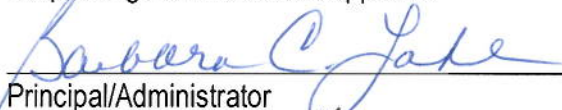
**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

**Waiver Description:** (Describe the actions that require a waiver)  
Teachers will volunteer a minimum of twenty hours per school year

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

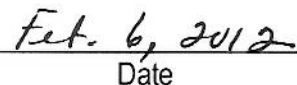
According to the proposal, parents and staff are being asked to volunteer a minimum of twenty hours per school year. Having the teachers commit to the same twenty hours per year would create a feeling of community. Parent conferences, home visits, participating in after school activities, attending advisory council meetings are a few of the ways teachers could accrue the twenty hours.

Requesting Administrator's Approval:

  
Principal/Administrator

  
Date

  
Local District Supt/Division Head/Designee

  
Date

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