LOS ANGELES UNIFIED SCHOOL DISTRICT
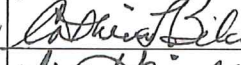# PUBLIC SCHOOL CHOICE MOTION

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): **LA's Promise**	
Address: 1035 South Grand 2nd Floor Los Angeles, CA 90015	**Phone Number:** 213.745.4928
Website (if applicable) www.laspromise.org	**Email Address:** lhflores@laspromise.org

School site for which your team is submitting a Letter of Intent:	South Region Elementary School #10
Grade configuration of your school:	K-5
School model for which you are applying:	☐ Traditional ☐ Pilot ☐ ESBMM X Network Partner ☐ Affiliated Charter ☐ Independent Charter
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1. No 2. NA 3. NA
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. Same as LAUSD calendar 2. Same as LAUSD calendar 3. Same as LAUSD calendar

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Veronica Melvin		213.745.4928	vmelvin@laspromise.org	LA's Promise
2. Rupi Boyd		213.745.4928	rboyd@laspromise.org	LA's Promise
3. Susie Fahey		213.745.4928	sfahey@laspromise.org	LA's Promise
4. Laura H. Flores		213.745.4928	lhflores@laspromise.org	LA's Promise

5. Nichol Whiteman	*[signature]*	213.745.4928	nwhiteman@laspromise.org	LA's Promise
6. Catherine Belcher	*[signature]*	213.745.4928	cbelcher@laspromise.org	LA's Promise
7. Lisa Kleinhofer	*[signature]*	213.745.4928	lkleinhofer@laspromise.org	LA's Promise
8. Khalisha Jefferson	*[signature]*	213.745.4928	kjeferson@laspromise.org	LA's Promise

(Please add lines and pages as necessary)

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.

PSC 3.0
Commitments and Expectations Form

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

Applicant Team Name/Organization	LA's Promise
Name of Team Representative	Laura Hernandez Flores
Signature of Team Representative	*[signature]*

Design Team Member Name	**Signature**
Veronica Melvin	*[signature]*
Rupi Boyd	*[signature]*
Susie Fahey	*[signature]*
Laura Hernandez Flores	*[signature]*
Nichol Whiteman	*[signature]*
Catherine Belcher	*[signature]*
Khalisha Jefferson	*[signature]*
Lisa Kleinhofer	*[signature]*

Intent to Apply Packet
Part 2 of 2

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

1

NAME OF PSC SCHOOL: SR ES #10

	Size	Demographic							API		Performance — CST Proficiency															Others				
		Ethnicity				Other Groups																								
Applicant Team Name	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 ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade ***	Graduation Rate Over 4 Years 2009-2010
Network Partner (LA's Promise)																													
John Muir Middle School	1,818	23%	76%	0%	0%	79%	32%	13%	-9	29	19%	1%	18%	3%	2%	1%	11%	15%	19%	19%	20%	20%	14%	8%	16%	9%	*	*	*
Manual Arts Senior High School	3,577	18%	82%	0%	0%	87%	36%	11%	3	26	16%	2%	3%	0%	0%	0%	3%	0%	15%	3%	16%	3%	11%	2%	10%	10%	27%	65%	51%
West Adams Preparatory High School	2,635	10%	89%	1%	0%	94%	37%	12%	31	62	20%	3%	6%	1%	2%	1%	3%	2%	19%	6%	19%	5%	15%	2%	13%	9%	33%	79%	57%

Notes
** Note that WAPHS has only 4 years of API scores and the first year was just a baseline score
** Note that MAHS did not receive a API score the 2007-2008 school year
*** Retention of entering 2008-2009 9th graders as seniors in 2011-2012

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

1. Name of PSC School: Enter the name of the school for which you are applying.
2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.
-Charter schools or Network Partners. List each school your organization manages 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.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

NAME OF PSC SCHOOL: SR ES #10

		Demographic							Performance																						
	Size	Ethnicity				Other Groups			API		CST Proficiency																	Others				
	2010-11 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2011 Growth*	Net API Gain over 5 Years**	% Proficient ELA 2011	Change from 2010	% Proficient Math 2011	Change from 2010	SWD % Proficient ELA 2011	SWD % Proficient Math 2011	EL % Proficient ELA 2011	EL % Proficient Math 2011	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 2009-2010	4 year Retention Rates for Students Entering 9th Grade***	Graduation Rate Over 4 Years 2010-2011		
LA's Promise																																
Network Partner (LA's Promise)																																
John Muir Middle School	1,365	23%	76%	0%	0%	80%	32%	12%	46	77	23%	5%	18%	1%	11%	3%	1%	3%	24%	19%	24%	20%	19%	12%	9%	5%	*	*	*		
Manual Arts High School	3,460	17%	82%	0%	0%	89%	33%	11%	33	62	18%	3%	6%	3%	5%	0%	1%	2%	18%	6%	18%	6%	16%	5%	10%	7%	27%	69%	48%		
West Adams Preparatory High School	2,491	9%	89%	1%	0%	100%	31%	12%	51	113	22%	3%	9%	4%	2%	2%	3%	4%	22%	9%	23%	9%	12%	7%	9%	14%	17%	75%	65%		

Notes
* Numbers in Column J are API growth. Scores are as following: JMMS - 613. MAHS - 575. WAPHS - 634
** Note that WAPHS has only 4 years of API scores and the first year was just a baseline score
** Note that MAHS did not receive a API score the 2007-2008 school year
*** Retention of entering 2007-2008 9th graders as seniors in 2010-2011

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

1. Name of PSC School: Enter the name of the school for which you are applying.
2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.
-*Charter schools or Network Partners.* List each school your organization manages 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.

Los Angeles Unified School District
Today's Learners, Tomorrow's Leaders

South Region Elementary School #10
Principal, Elementary

SR ES#10 is a new school in LAUSD that is in the midst of a profound transformation. A series of fundamental changes are taking place to ensure that every student at SR ES #10 receives the instruction he/she deserves and that every teacher and staff member is supported to address all student needs. First, governance of the school will be provided by LA's Promise, a non-profit school management organization, through a performance contract with LAUSD. Second, as a new school in LAUSD, LA's Promise will work closely with school and community stakeholders to develop a school culture and professional learning community that ensures the success of every student. Third, a new instructional program will be implemented to better prepare students for success in middle school, high school, and ultimately college. The new instructional program will emphasize blended learning, STEM learning theme, extensive ELA and math interventions, and holistic support for every student. With extensive instructional and operational support from both LA's Promise and LAUSD, a new principal will be hired to lead students, staff and stakeholders through this period of transformative change towards the school's vision of making every student college-ready, healthy and successful in life!

SR ES#10 is located at 4410 Orchard Ave., Los Angeles, CA 90037. To learn more about LA's Promise, please visit www.laspromise.org.

Position Description: The new Principal must be able to create and sustain rapid academic progress at this unique and new South Los Angeles elementary school. This individual must be an instructional leader with strong management, human relations skills, capable of sustaining reform in collaboration with the school community and the LAUSD. The Principal must be committed to blended learning and STEM. The Principal reports to LA's Promise, rather than the LAUSD local structure.

Key duties include:

- Aligning the school community to a shared vision of high expectations for student academic achievement and creating a school wide culture of academic excellence
- Managing all school resources (fiscal, human, and material) to support of student achievement
- Maintaining a safe, clean and attractive environment for student learning
- Coordinating the implementation of blended learning and integrating STEM across the curriculum
- Implementing data-driven decision making practices at levels of the school
- Directing the operation of the school with efficiency and accountability
- Implementing a comprehensive professional development plan for the continuous professional growth of teachers and support staff
- Supervise, support and evaluate performance of all assigned personnel
- Collaborate with families and community stakeholders from the private and public sectors
- Other duties as assigned

Required Experience: 8 years of successful full-time service in a public school district certificated position(s), no fewer than three years of which must have been in teaching service. In addition to or concurrent with the eight years required above: (a) At least two years of service in a certificated position(s) directly related to an elementary instructional program covering grades Pre K through 6; and (b) At least one year of service in an administrative or supervisory position utilizing an administrative credential; or One year experience in a school-based Assistant Principal-level position; or Three years experience in a school-based leadership non-classroom assignment. Experience in blended learning or STEM themed learning desirable.

Minimum Requirements include:

The Los Angeles Unified School District intends that all qualified persons shall have equal opportunities for employment and promotions.

- California Administrative Credential (except for Assistant Principal, Secondary Counseling Services which requires a Pupil Personnel Services Credential
- 3.3 Multicultural coursework*
- Master's degree
- District Master Plan Requirements met

*Out-of-District candidates have one year to complete this requirement

The Ideal Candidate: The ideal candidate is an instructional leader that approaches his/her work with resilience, passion, and tenacity. The principal must have an intimate knowledge of research-based best practices for secondary education in curriculum design, professional development, and assessment and understand how to build capacity to implement those practices. Specific experience successfully implementing intervention programs and holistic supports highly desired. The principal must create a unified school culture around student academic achievement. The principal should have strong interpersonal, written and oral communication skills. The ideal candidate will have a track record of success in urban secondary settings.

Salary:
- MST 45G – A Basis- (Subject to furlough days approved by the Board and/or Superintendent for the 2012-2013 school year; above rates will be adjusted accordingly.)
- IMPORTANT NOTE: For an annualized employee who is changing basis during the year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).
- LA's Promise will pay a stipend in addition to the LAUSD salary to maintain salary levels based on anticipated basis and enrollment changes at the school.

About LA's Promise:
LA's Promise, a nonprofit organization, is working to radically shift the education, health and social outcomes for thousands of youth in one South Los Angeles community. This will accomplish a "neighborhood turnaround" in an area we call LA's Promise neighborhood.

 LA's Promise Neighborhood is an enrollment zone that encircles two large South LA high schools and one middle school operated by LA's Promise on a first-of-its-kind performance contract with LAUSD. Within this zone, LA's Promise transforms chronically failing public schools and re-makes schools into community hubs that offer comprehensive support services for students and families. By doing this, LA's Promise will prepare every child in LA's Promise neighborhood to be college-ready, healthy and successful in life. LA's Promise also screens and manages more than 50 partners who support these school communities by providing more than 200 wraparound services.

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number if LAUSD employee), a letter of recommendation from your current supervisor and a list of three other references that the selection committee may contact.

Submit materials (fax, mail or via email) to:
Liliana Vasquez
careers@laspromise.org
1035 South Grand Avenue, 2ⁿᵈ Floor
Los Angeles, CA 90015
Phone: (213) 745-4928
Fax: (213) 652-1818

DEADLINE: April 4, 2012

Check the District Website for more detailed requirements for this position and employment updates @
http://certificated.lausd.k12.ca.us/admin_vacancies

The Los Angeles Unified School District intends that all qualified persons shall have
equal opportunities for employment and promotions.

Public School Choice 3.0
Performance Plan

PSC School Site: South Region ES #10   **Design Team Name: LA's Promise**

	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	39%	35%	25%	Provide strong core academic instruction and • Summer Professional Development for teachers • School-wide cross-curricular emphasis in literacy by using instructional scaffolding as key pedagogical tool • Intervention programs for students based on RtI • Language and content integration • Data review in PLCs and grade groups to plan whole class instruction and specific interventions for students • Content specialists model and coach teachers with instructional strategies • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school • Classroom observations for administration using McRel software	Weekly, monthly, and quarterly formative assessment results in CORE K12 and DataDirector Progress reports to monitor number of Ds, Fs, and work habits in classes Weekly attendance rate Monthly monitoring of behavior and academic referrals	14%	7%
	English Learners	56%	49%	39%	• Use of SDAIE methods to scaffold learning particularly those incorporating kinesthetic, higher order thinking, hands-on activities. • Training in Susana Dutro's Systematic Focused Approach • McRel tools will use SIOP templates to provide feedback for teachers • Extra support for teachers without CLAD or BCLAD certification	CST Scores McRel software to monitor implementation of instructional strategies .	28%	17%

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
				• Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • Leverage effective partnerships (such as City Year) to provide tutors before/during/after school to assist students with extra support • City Year Corp Member in class and before and after school			
Special Education	91%	68%	55%	• All teachers will meet with the Bridge Coordinator before school starts to review IEP goals, strategies, and supports for their students. Teachers will agree on common procedures and routines to further support these students. • All teachers will attend IEP meetings to further support their students. • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring. Provide in-service to staff regarding students with special needs—overview of disabilities, strategies to use, and redirecting behavior to best support all students in their class • City Year Corp Member in class and before and after school		42%	28%
African American	50%	51%	39%	• Access to/integration of culturally relevant materials and academic vocabulary • Language and content integration • Work with various community organizations to build		26%	13%

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
				self-esteem, provide real-life examples of students succeeding in college, help create life goals with students at the beginning of the school year, create a college going culture, and connect students with mentors to further support their success. • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
Latino	39%	32%	22%	• Access to culturally relevant materials and academic vocabulary. • Use of SDAIE methods to scaffold learning particularly those incorporating kinesthetic, hands-on activities. • Language and content integration across curriculum • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		13%	6%
White	-	-	-				
Asian	-	-	-				
Economically Disadvantaged	40%	35%	25%	• Utilize real-world examples that help students break down barriers between their knowledge base and academic content such as experiential learning experiences • Work with various community organizations to build		15%	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
					self-esteem, provide real-life examples of students succeeding in college, help create life goals with students at the beginning of the school year, create a college going culture, and connect students with mentors to further support their success • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
	% of all students scoring Prof or Adv	30%	35%	43%	• Create student-centered learning opportunities that allow students to analyze and explore content in new ways and thus keep their interest. Use authentic assessments such as portfolios. • Utilize project-based learning to further reinforce student engagement and achievement. • Recognize student academic achievement via student assemblies where parents and community will be invited to reinforce academic culture at school. • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school	Weekly, monthly, and quarterly formative assessment results in CORE K12 and DataDirector CST Scores McRel software to monitor implementation of instructional strategies	55%	68%
2	*English Learners*	13%	19%	32%	• Provide access to core curriculum and student-centered learning activities. • Monitor ongoing progress to ensure students are on plan to reclassify and succeed in school.		44%	57%

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
				• Create peer-to-peer program for other EL students who are trying to achieve a high level of success. • Apply for and develop after school program that targets EL student success, aligning academic components to school day needs. • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for EL students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
Special Education	0%	5%	13%	• Continue to closely monitor student progress and provide adequate supports to ensure continued success. • Based on the IEP and LRE, schedule students to stay with general education class as much as possible • Reassess to determine if students still need an IEP for additional support. • Academic mentoring with Special need college students. • Students share with staff what is helping them to be successful so staff can better support other students with similar needs • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		25%	38%
African	22%	27%	37%	• Academic mentoring with African American college		51%	66%

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
American				students from similar SES. • African American college students share with staff what is helping them to be successful so staff can better support other students with similar needs • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
Latino	31%	37%	45%	• Please see all of the strategies indicated above because over 86% of the student population at SR ES #10 is Latino. • Academic mentoring with Latino/a college students from similar SES. • Latino students share with staff what is helping them to be successful so staff can better support other students with similar needs • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		57%	70%
White	-	-	-			-	-
Asian	-	-	-			-	-
Economically Disadv.	30%	36%	44%	• Please see all of the strategies indicated above, since we are a school-wide Title I program. • Use of real-world examples that help students break down barriers between their knowledge base and		56%	69%

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
					academic content • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
CST MATH								
					• Provide strong core academic instruction and Summer Professional Development for teachers • Intervention programs for students based on RtI^2 framework • Data review in PLCs and grade groups to plan whole class instruction and specific interventions for students • Content specialists model and coach teachers with instructional strategies • Classroom observations for administration using McRel software • Leverage effective partnerships (such as City Year) to provide tutors before/during/after school to assist students with extra support. • Focus on NCTM process standards • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after	Weekly, monthly, and quarterly formative assessment results in CORE K12 and DataDirector Progress reports to monitor number of Ds, Fs and work habits in core classes Weekly attendance rate Monthly monitoring of behavior and academic referrals CST Scores McRel software to monitor		
	% of all students scoring FBB/BB	34%	25%	15%	school	implementation of	6%	2%
3	*English*	40%	32%	22%	• Use of SDAIE methods to scaffold learning	instructional strategies	12%	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
Learners				particularly those incorporating kinesthetic, higher order thinking, hands-on activities. • Apply for and develop after school program that targets EL student success, aligning academic components to school day needs. • Training in Susana Dutro's Systematic Focused Approach • McRel tools will use SIOP templates to provide feedback for teachers • Extra support for teachers without CLAD or BCLAD certification • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for ELs • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
Special Education	85%	63%	48%	• All teachers will meet with the Bridge Coordinator before school starts to review IEP goals, strategies, and supports for their students. Teachers will agree on common procedures and routines to further support these students. • All core teachers will attend IEP meetings to further support their students. • Provide in-service to staff regarding students with special needs—overview of disabilities, strategies to use, and redirecting behavior to best support all students in their class. • Ensure teachers take ownership and hold high expectations for all students regardless of their ability • Blended Learning – rotational model, self paced learning		33%	18%

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
				• Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
African American	51%	40%	27%	• Access to culturally relevant materials and academic vocabulary • Connect with Community Coalition and Urban League to provide additional supports for our African American students • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		13%	4%
Latino	31%	23%	14%	• Access to culturally relevant materials and academic vocabulary. • Use of SDAIE methods to scaffold learning particularly those incorporating kinesthetic, hands-on activities • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		7%	2%
White	-	-	-				
Asian	-	-	-				

February 2012

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
	Economically Disadv.	33%	25%	16%	• Utilize real-world examples that help students break down barriers between their knowledge base and academic content. • Work with various community organizations to build self-esteem, provide real-life examples of students succeeding in college, help create life goals with students at the beginning of the school year, create a college going culture, and connect students with mentors to further support their success • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		6%	2%
4	% of all students scoring Prof or Adv	43%	53%	65%	• Create student-centered learning opportunities that allow students to analyze and explore content in new ways and thus keep their interest. Use authentic assessments such as portfolios. • Utilize project-based learning to further reinforce student engagement and achievement. • Recognize student academic achievement via student assemblies where parents and community will be invited to reinforce academic culture at school • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school	Weekly, monthly, and quarterly formative assessment results in CORE K12 and DataDirector CST Scores McRel software to monitor implementation of instructional strategies	77%	89%

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	30%	42%	54%	• Provide access to core curriculum and student-centered learning activities. • Monitor ongoing progress to ensure students are on plan to reclassify and succeed in school. • Create peer-to-peer program for other EL students who are trying to achieve a high level of success • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for EL students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		67%	80%
	Special Education	5%	15%	25%	• Continue to closely monitor student progress and provide adequate supports to ensure continued success. • Based on the IEP and LRE, schedule students to stay with general education class as much as possible • Reassess to determine if students still need an IEP for additional support. • Academic mentoring with Special need college students. • Students share with staff what is helping them to be successful so staff can better support other students with similar needs • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		36%	47%

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
African American	29%	36%	50%	• Academic mentoring with African American college students from similar SES. • African American students share with staff what is helping them to be successful so staff can better support other students with similar needs. • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		65%	81%
Latino	45%	55%	66%	• Please see all of the strategies indicated above because over 86% of the student population at SR ES #10 is Latino. • Academic mentoring with Latino/a college students from similar SES. • Latino students share with staff what is helping them be successful so staff can better support other students with similar needs • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school		78%	90%
White	-	-	-			-	-
Asian	-	-	-			-	-
Economically Disadv.	44%	53%	65%	• Please see all of the strategies indicated above, since we are a school-wide Title I program. • Use of real-world examples that help students break		77%	89%

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
					down barriers between their knowledge base and academic content • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for struggling students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	11%	12%	18%	• Provide Staff PD on how to analyze student data to determine what is preventing students from making progress on the CELDT in August and train staff on Susana Dutro's Systematic Focused Approach • The ELA content specialist/coach will lead staff through an analysis of the oral and written language skills of students at various levels. Teachers will be equipped with strategies to communicate with and engage students in oral and written language practice in their classrooms so that students are prepared for these sections of the CELDT exam. • Create an instructional plan with formative assessments to monitor student mastery of ELD and ELA common core standards. • (SY 12-13) Implement CELDT three-week summer camp for all students who have not passed CELDT with a 4 or a 5 on each section. • Increase outreach to parents and families of students who have not reclassified, and have counselors and core teachers meet with each one to establish a reclassification plan. • Hold student assemblies to educate students about their reclassification status and what it takes to	CELDT Diagnostic CELDT Scores Progress reports and grades Exit slips Weekly, monthly assessments	27%	37%

February 2012

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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
					reclassify. In January, hold a reclassification ceremony to celebrate students who meet reclassification requirements. • Provide appropriate and ongoing supports to reclassified students to ensure their success in mainstream courses • Blended Learning – rotational model, self paced learning • Three hour literacy block plus additional language development hour for EL students • STEM applied learning • Use Title I for before and after school tutoring • City Year Corp Member in class and before and after school			
8	% EL Students Scoring Proficient on CELDT	49%	45%	53%	See above	Same as above	62%	72%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	-	-	-			-	-
10	CAHSEE Pass Rate (10th grade)	-	-	-			-	-
11	% Students In A-G Courses Receiving Grade of C or Higher	-	-	-			-	-
12	% Graduates Meeting A-G Requirements	-	-	-			-	-
RETENTION RATE (high schools only)								
	# First Time 9th Graders	-	-	-			-	-
	% Retained 9th	-	-	-			-	-

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
	Graders							
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	95%	96%	97%	• Teachers/Counselors will implement a case management system to provide extra support to students who are frequently absent. • Implement recognition and rewards program school-wide to promote students with high attendance rates • City Year making personalized connections with students, calling students and parents as needed • Participation in Student Recovery Day • STEM learning that makes learning fun and interactive so students want to come to school • Incentive program to encourage 96% or perfect attendance • Counselors will implement a case management system to provide extra support to students who are frequently absent.	Weekly and monthly attendance rates	98%	99%
14	Attendance Rate for All Staff	94%	95%	97%	• Incentive and rewards program that recognizes staff with high attendance and high quality professional attributes • STEM and blended learning that make teaching exciting and encourage better attendance	Weekly and monthly attendance rates	98%	99%
15	Number of Suspensions	10	11	7	• Implement tiered intervention system with teachers to assist and support students most at risk • LAUSD Positive Student Behavior and Character Counts	Weekly and monthly suspensions Weekly and monthly referral counts	5	1
16	School Experience Survey: % Parents Participating	30%	46%	60%	• Hire full time Associate Director of Parent and Community Engagement to organize outreach efforts and support the work of parent center • Use parent/community liaison to engage community and parents throughout the year	School Experience survey results	75%	91%
17	School	43%	42%	52%	• Hire full time Associate Director of Parent and	School Experience	64%	78%

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
	Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"				Community Engagement to organize outreach efforts and support the work of parent center • Use parent/community liaison to engage community and parents throughout the year	survey results Quarterly checks of unique parents participating in events		
18	*% of students with 96% attendance or higher*	59%	61%	67%	• Counselors will implement a case management system to provide extra support to students who are frequently absent. • Implement recognition and rewards program school-wide to promote students with high attendance rates. • City Year making personalized connections with students, calling students and parents as needed • Participation in Student Recovery Day • STEM learning that makes learning fun and interactive so students want to come to school	Weekly and monthly attendance rates	74%	85%
19	*% of staff with 96% attendance or higher*	66%	65%	72%	• Incentive and rewards program that recognizes staff with high attendance and high quality professional attributes • STEM and blended learning that make teaching exciting and encourage better attendance	Weekly and monthly attendance rates	79%	88%
20	*Retain and Train High Quality Teachers*	NA	NA	30% of teacher participation in LAUSD Teacher Effectiveness Program 25%	• Participation in LAUSD Teacher Effectiveness Program • McRel Power Walkthrough Program which aggregates observational data and provides both individuals teacher feedback and larger school data trend reports • Use staffing autonomies to attract and train teachers that meet the vision and needs of the school • LA's Promise Teacher Training Program inclusive of Teach for America supports to new and seasoned teachers	Participation in LAUSD Teacher Effectiveness Program McRel Software	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
				growth in implementation of Checking for Understanding	• STEM and blended learning that make teaching exciting and encourage better attendance			

_____   _____

     Design Team Name   **Date**

_____   _____

Applicant Team Representative Signature   **Local District Superintendent Signature**

Instructions

1. 3.	**% of Students Scoring FBB/BB on CST (ELA and Math)**	Number of students scoring Far Below Basic/Below Basic divided by the number of students tested. For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.
2. 4.	**% of Students Scoring P/Adv on CST (ELA and Math)**	Number of students scoring Proficient or Advanced divided by the number of students tested. See Data Summary Sheet Boxes 3 and 4.
5.	**Number of First Time 9th Graders**	Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.
6.	**% Retained 9th Graders**	Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year. See School Report Card page 1.

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Public School Choice 3.0
Performance Plan

7.	Reclassification Rate (EL)	Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year. See Data Summary Sheet Box 9.
8.	% EL Students Scoring Proficient on CELDT	Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested. See School Report Card page 4.
9.	Four Year Cohort Grad Rate	Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out. See School Report Card page 2.
10.	CAHSEE Pass Rate (10th grade)	Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested. See School Report Card page 1.
11.	% Students in A-G Courses Receiving Grade of C or Higher	Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses. See Data Summary Sheet.
12.	% Graduates Meeting A-G Requirements	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort. See School Repot Card page 2.
13.	Attendance Rate for Students	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14.	Attendance Rate for All Staff	See Data Summary Sheet Box 10.

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Public School Choice 3.0
Performance Plan

15.	**Number of Suspensions**	See Data Summary Sheet Box 10.
16.	**School Experience Survey:** **% Parents Participating**	Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp
17.	**School Experience Survey:** **% Parents Reporting "Often or Always" in category of "Overall School Involvement"**	Provide the overall percentage for the school. Available in School Experience Survey results.
18-20.	**Culture or Mission-Specific Indicators**	Design teams may add their own indicators.

DRAFT PROFESSIONAL DEVELOPMENT PLAN FOR YEAR 1

	Aug	Sep-Oct	Nov	Dec	Jan-March	Apr	May
Topics	Strategic Planning Common Core Standards Instructional model ELL PD progam such as Susana Dutro's Focused Approach and Project G.L.A.D. (Guided Language Acquisition Design) McRel Power Walk Thru Blended Learning 101 for all staff Blended Learning training with Director of Teaching and Learning LA's Promise Teacher Training	Balanced Literacy RTI^2 Framework NCTM Process Standards ELL PD progam such as Susana Dutro's Focused Approach and Project G.L.A.D. (Guided Language Acquisition Design) Blended Learning 201 with all staff. Blended Learning training with Director of Teaching and Learning LA's Promise Teacher Training	Teacher Effective-ness Task Force McRel Power Walk Thru LA's Promise Teacher Training	Strategic Planning	Balanced Literacy RTI^2 Framework NCTM Process Standards ELL PD progam such as Susana Dutro's Focused Approach and Project G.L.A.D. (Guided Language Acquisition Design) Blended Learning 301 with all staff. Blended Learning training with Director of Teaching and Learning LA's Promise Teacher Training	Strategic Planning Teacher Effective-ness Task Force McRel Power Walk Thru LA's Promise Teacher Training	Balanced Literacy RTI^2 Framework NCTM Process Standards ELL PD progam such as Susana Dutro's Focused Approach and Project G.L.A.D. (Guided Language Acquisition Design) Blended Learning 401 with all staff. Blended Learning training with Director of Teaching and Learning Mock Classes Training LA's Promise Teacher Training
Setting	Whole Staff PLC Teams One on One New Teacher Cohorts	Whole Staff PLC Teams Visits to other schools One on One New Teacher Cohorts	Whole Staff LAUSD Visits to other schools One on One New Teacher Cohorts	Whole Staff	Whole Staff PLC Teams Differentiated PD One on One New Teacher Cohorts	Whole Staff PLC Teams One on One New Teacher Cohorts	Differentiated PD Visit to other school sites Whole Staff/PLC One on One New Teacher Cohorts
Support	LAP Staff LAUSD Education Elements Teach for America	LAP Staff LAUSD Education Elements Teach for America	LAP Staff LAUSD Teach for America	LAP Staff Teach for America	LAP Staff LAUSD Education Elements Teach for America	LAP Staff LAUSD Teach for America	LAP Staff LAUSD Education Elements Teach for America

Curriculum Development Timeline

All of the digital learning curriculum that we will utilize has been developed and we will work to select the best content to meet the learning needs of our students.   Additionally, once the content is selected, we will work to ensure strong alignment and coordination with the LAUSD texts. To ensure the most thorough analysis of content and create the strongest alignment between all curricular resources, we will spend 4 – 6 weeks working through this process. As LA's Promise is working on converting it's existing middle school to a blended model, this curriculum development process will begin in mid-February and upon successfully being awarded SR ES #10, we will utilize the knowledge and experience gained through that process as we complete the development of the elementary curriculum. Therefore, we should be able to complete the curriculum development process prior to May 1, 2012.

Assessment Development Timeline

As we work to select and align the curricular resources for the online and offline instruction, we will also create assessment tools and resources to determine the effectiveness of instruction. These will include, but are not limited to, the embedded assessments from the online content providers, which will provide daily data on student performance, weekly and monthly teacher created interim and formative assessments, which will be delivered online and provide guidance and verification of learning against state and Common Core Standards, nationally normed formative assessments, such as the NWEA MAP and LAUSD Periodic Assessments. The development of these resources will occur in tandem with the analysis and selection of the digital content and all decisions will be complete by May 1, 2012.

Textbook list (Digital content)

Along with the LAUSD textbooks that will be utilized during the teacher guided instructional time, various online content providers will be utilized as well. These may include:

Math
Mind Research – ST Math
Dreambox Learning
Compass Learning
Wowzers
Curriculum Associates – i-Ready

ELA
Compass Learning
iStation
Achieve3000 (KidBiz3000)
Curriculum Associates – i-Ready

Science
Compass Learning
Adaptive Curriculum
Learning.com

Social Studies
Compass Learning
TCI – Social Studies Alive
Edvation

Technology Skills
Learning.com
Edvation

LA's Promise
South Region Elementary School #10
2012-2013 Draft Calendar

Month	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	X	S	SD	E	Total Days
			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					13
Aug-12											SD		X	X	X	X	X	X	X	X	X	X	X	X	X	X					
						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					19
Sep-12						H	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31							23
Oct-12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
			1	2		5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					19
Nov-12			X	X		X	X	X	X	X	H	X	X	X	X	X	X	X	H	H	X	X	X	X	X					
	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									9
Dec-12	X	X	X	X	SD	X	X	X	X	X	H	H	H	H	H	H	H	H	H	H	H									
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						18
Jan-13		H	H	H	H	X	X	X	X	X	X	X	X	X	X	H	X	X	X	X	X	X	X	X						
					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28						19
Feb-13					X	X	X	X	X	X	X	X	X	X	X	H	X	X	X	X	X	X	X	X						
					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					16
Mar-13					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	H	H	H	H	H					
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30								21
Apr-13	X	X	X	X	X	X	X	X	X	X	X	X	X	SD	X	X	X	X	X	X	X	X								
			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					22
May-13			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	H	X	X	X	X					
						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					1
Jun-13						X																								
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31							
Jul-13																														

Key

| | Total | | | | | 180 |

X   Regular Instructional Day
SD Staff Development (pupil free day)
H Holiday

LA's Promise Sample Daily Schedule –			
Activity	Start Time	End Time	Minutes
• Breakfast in the Classroom (15 min) Instruction • Literacy Block – *Rotation of: Shared reading, blended learning, guided reading, rotation* (3 hours)	8:00 AM	11:15 AM	195
Lunch	11:15 AM	11:50 AM	
Instruction • Math	11:50 AM	1:20 PM	90
Recess	1:20 PM	1:40 PM	
Instruction • Alternating Science, Physical Education and Social Science	1:40 PM	2:40 PM	60
Instruction • STEM Power Hour- *Elective type rotational classes like Robotics, Computer Generated Art/Animation/Music* • Learning Supports- *EL students receive language development and struggling students receive additional supports for part or all of this period*	2:40 PM	3:30 PM	50
		Total Instructional Minutes	395
		Number of Days	180*

* SR ES #10 Total Instructional Days will align with LAUSD Calendar

Waiver Identification Form

School Site: <u>SR ES #10</u>

Proposed School/Design Team Name: <u>LA's Promise</u>

Proposed Governance Model (mark all that apply):

☐ Traditional   ☐ Local Initiative School   ☐ Expanded School Based Management

☐ Pilot   X Network Partner

Waiver Request:

X Methods of improving pedagogy	X Curriculum
X Assessments	X Scheduling
X Internal organization (e.g., SLCs)	X Professional development
X Budgeting control	X Mutual consent requirement for employees
X Teacher assignments*	X Staff appointments (e.g., department chairs)*
X Discipline & codes of conduct	X Other**:Autonomy to screen & select classified staff to be hired at SR ES #10. LA's Promise will select from LAUSD classified lists and make a recommendation of our preferred candidate.

X Health and safety

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

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

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

Approval Signature:

Principal/Administrator: _____   Date: _____

UTLA Chapter Chair/Rep: _____   Date: _____

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: _South Region ES #10_____   **Local District/Division:** LD 7_____

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Within the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, LA's Promise seeks to employ section LIS waiver #9 regarding mutual consent in hiring. We seek to waive section I.G. regarding staff selection in LIS.
Waiver Description: (Describe the actions that require a waiver) LA's Promise seeks to utilize mutual consent in selecting teachers for SR ES#10. Because it is a newly constructed school, are initial personnel team will consist of LA's Promise of Director of Teaching and Learning, LA's Promise HR Representative, Principal or designated administrator, and one teacher from another LA's Promise school. After the first year we will reconfigure the personnel team to include the LA's Promise of Director of Teaching and Learning, Principal or designated administrator, two teachers from SR ES#10, one parent and one classified. The district will not fill vacancies at SR ES#10 without consultation and approval from LA's Promise.
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) LA's Promise will recruit, screen and recommend for hire candidates that believe in, are experienced and trained in, and uniquely qualified in STEM and blended learning. Candidates must be committed to the LA's Promise model and mission, which requires robust parent engagement, participation in 7 to 7, and participation in LA's Promise Teacher Training program.

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, 14th Floor

                                           Los Angeles, CA 90017

                                           Fax: 213-241-8405

                                           Phone: 213-241-6056

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: _South Region ES #10_____ **Local District/Division:** LD 7_____

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) IX A-Assignments
Waiver Description: (Describe the actions that require a waiver) LA's Promise seeks to determine assignment of teachers to grade levels, departments, subjects and classes at SR ES#10.
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) As a new school, we will screen, select and make assignments of teachers based on their qualifications and the needs of the school/students.

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, 14th Floor
                                                                    Los Angeles, CA 90017
                                                                    Fax: 213-241-8405
                                                                    Phone: 213-241-6056

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: _South Region ES #10_____   **Local District/Division:** LD 7_____

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) This is not a UTLA CBA waiver request.
Waiver Description: (Describe the actions that require a waiver) LA's Promise seeks the autonomy to screen and select classified staff to be hired at SR ES #10. We will interview and select from the LAUSD classified list/s and make a recommendation of our preferred candidates to LAUSD for final approval.
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) The ability to screen and select classified staff to be hired at SR ES #10 will allow us to identify individuals that believe in the vision and strategies of the school and are able to support it from their particular role.

Requesting Administrator's Approval:

_____   _____

Principal/Administrator   Date

_____   _____

Local District Supt/Division Head/Designee   Date

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