



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):

LAUSD Local District 7 / UTLA

Dr. Rosalinda Lugo

Address:

10616 S. Western Avenue
Los Angeles, CA 90047

Phone Number:

(323) 242-1300

Website (if applicable)

Email Address:

rlugo6@lausd.net

School site for which your team is submitting a Letter of Intent:

South Region Elementary School #10

Grade configuration of your school:

K-6

School model for which you are applying:

☒ Traditional

☐ Pilot

☐ ESBMM

☐ Network Partner

☐ Affiliated Charter

☐ Independent Charter

Please respond:

1. Are you planning to operate more than one school on the campus?
2. If yes, how many schools are you proposing to operate?
3. If yes, will they all operate under separate CDS codes?

1. No
- 2.
- 3.

School calendar-- please provide the following dates:

1. First and last date of instruction?
2. Winter recess dates
3. Spring recess dates

1. August 14, 2012 – June 4, 2013
2. December 17, 2012 – January 6, 2013
3. March 25, 2013 – March 29, 2013

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Dr. Rosalinda Lugo		(323) 242-1300	rlugo6@lausd.net	Local District 7 Principal Leader
2. Dr. Barbara Lake		(323) 242-1312	barbara.lake@lausd.net	LASDI
3. Robin Benton		(323) 242-1300	rbenton@lausd.net	Local District 7 Principal Leader
4. Francisco Gonzalez		(323) 242-1300	francisco.gonzalez@lausd.net	Local District 7 Principal Leader

(Please add lines and pages as necessary)



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

Printed Name	Signature	Phone	Email address	School/Affiliation
5. Christopher Downing		(323) 242-1302	christopher.downing@lausd.net	Director
6. William Downing		(323) 242-1413	william.downing@lausd.net	RTI ² Expert / K-12 Science
7. Elsie Myers		(213) 638-6273	emyers@utla.net	UTLA
8. Laura McCutcheon		(323) 232-4291	lmccutch@lausd.net	Menlo Ave. Elem
9. M. L. Cervantes		(323) 232-4291	letticiaeducates@att&t.net	Menlo Ave. Elem
10. T. Bowen		(323) 232-4291	tbowen@lausd.net	Menlo Ave. Elem
11. A. R. Vargas	On Medical Leave	(323) 232-4291	arn1073@lausd.net	Menlo Ave. Elem
12. Valencia Black		(323) 753-3175	veb1928@lausd.net	52 nd Street Elem
13. Martha Contreras		(323) 753-3175	mcont3@lausd.net	52 nd Street Elem
14. Sharon Hall-Johnson		(323) 232-4218	sah0698@lausd.net	West Vernon
15. Adriana Chavez		(323) 541-0541		52 nd Street Elem
16. Gloria Alcerro		(323) 817-8560		52 nd Street Elem
Adrieanne Adams		(323) 849-9431		52 nd Street Elem
18. Amelia Aguirre		(323) 232-4218	axa8394@lausd.net	West Vernon
19. Lupe Arteaga		(323) 232-4218	mga0097@lausd.net	West Vernon

20. Yolanda Canton

21. Corlis R. Lewis

22. Christopher Arellano

(323) 232-4291

(323) 514-3335

(213) 368-6253

y.canton@lausd.net

crowgo@pacbell.net

carellano@utla.net

Menlo Ave

Menlo Ave.

UTLA



PSC 3.0 Commitments and Expectations Form

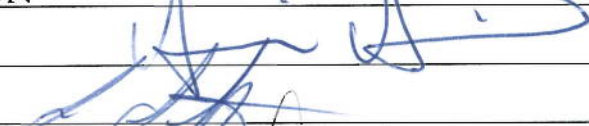
We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Local District 7/UTLA
Name of Team Representative	Dr. Rosalinda Lugo
Signature of Team Representative	

Design Team Member Name	Signature
Dr. Rosalinda Lugo	<i>Rosalinda Lugo</i>
Dr. Barbara Lake	<i>Barbara Lake</i>
Robin Benton	<i>Robin Benton</i>
Francisco Gonzalez	<i>Francisco Gonzalez</i>
Christopher Downing	<i>Christopher Downing</i>
William Downing	<i>William Downing</i>
Elsie Myers	<i>Elsie Myers, C.A.</i>
Laura McCutcheon	<i>Laura McCutcheon</i>
M.L. Cervantes	<i>M.L. Cervantes</i>
T. Bowen	<i>T. Bowen</i>
A.R. Vargas	On Medical Leave
Valencia Black	<i>Valencia Black</i>
Martha Contreras	<i>Martha Contreras</i>
Sharon Hall-Johnson	<i>Sharon Hall-Johnson</i>
Adriana Chavez	<i>Adriana Chavez</i>
Gloria Alcerro	<i>Gloria Alcerro</i>
Adrienne Adams	<i>Adrienne Adams</i>



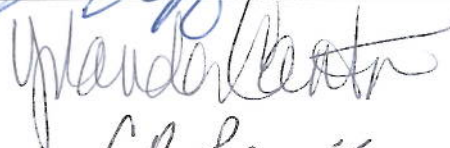

PUBLIC SCHOOL CHOICE MOTION

Amelia Aguirre	
Lupe Artega	

Yolanda Canton

Corlis R. Lewis

Christopher Arellano


Yolanda Canton
CR Lewis




PSC 3.0

Commitments and Expectations Form

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

We agree to:

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

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

1 **NAME OF PSC SCHOOL: SRES #10**

2	3						4																								
	Size	Demographic				Other Groups		API		Performance										Others											
		Ethnicity								CST Proficiency																					
			% 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	
SRES # 10	2009-10 Enrollment																														
Charter School/Network Partner																															
School 1																															
School 2																															
Local District 7																															
West Vernon	982	8	92	0	0	98	66	8	711	146	31.4	8.4	49.2	12.9	0	14.3	18.1	36.5	31.7	49.7	31.9	50	25.6	38.5	6.5	15.2					
Merlo	770	16	84	0	0	94	52	8	678	65	30.1	4.3	39.7	-3.2	0	0	10.6	25.7	30.3	40	30.6	41.2	26.5	28.9	18.1	7.4					
52nd Street	781	18	81	0	0	95	52	10	661	69	27.6	1.9	40	3.4	0	3	8.4	25.6	27.6	40	30	43.6	16.8	24.2	14.3	9.7					
School-wide Teams																															
School name																															
Internal Teacher Team (Optional)																															

INSTRUCTIONS

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

- 1. Name of PSC School:** Enter the name of the school for which you are applying.
- 2. Applicant Team Name:** Several examples are shown. Enter your team/organization name in bold.
 -*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.
 -*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.
 -*School Teams.* Applicant teams that involve the entire school should provide school-level data.
 -*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.
- 3. Demographic Data:** In cases where data are not available, please note with an asterisk (*) in the box.
- 4. Performance Data:** In cases where data are not available, please note with an asterisk (*) in the box.

Public School Choice 3.0 Performance Plan

PSC School Site:

SRES #10

Design Team Name: LD7/UTLA

PSC School Site:		SRES #10		Design Team Name: LD//CILA				
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	35.8%	30.0%	27%	Rt ² Framework Tier 1 Core Instruction Tier 2 Sm. group push in/pull out Tier 3 Intensive pull out Access Strategies Instructional Conversations Cooperative and Communal Learning Environment Academic Language Advanced Graphic Organizers <u>Replacement Curriculum</u> (ex. Read 180; LANGUAGE) After school & Saturday School Tutoring. AEMP/MELD Strategies Multi-media & Computer Tech.	<ul style="list-style-type: none">CST / CMA Annual Summative AssessmentLanguage Arts Periodic AssessmentsDIBELSPLC created Common Formative AssessmentsTreasures Progress Monitoring / Diagnostic AssessmentsAnnual CELDT for English Learners	24.3%	21.8%
	English Learners	49.0%	45.0%	36.0%			32.4%	29.2%
	Special Education	83.0%	53.0%	47.7%			43.0%	38.7%
	African American	41.0%	35.0%	31.5%			28.4%	25.8%
	Latino	35.0%	29.0%	26.0%			23.5%	21.1%
	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%	30.0%	23.0%			20.7%	18.7%

Public School Choice 3.0 Performance Plan

PSC School Site:

SRES #10

Design Team Name: LD7/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	
2	% of all students scoring Prof or Adv	31.4%	40.2%	46.1%	RtI ² Tier 1 and differentiation Multi-media & Computer Tech. Access & AEMP/MELD Strategies Differentiation Acceleration/Pacing Depth & Complexity Icons Novelty	• CST / CMA Annual Summative Assessment • Language Arts Periodic Assessments • DIBELS • PLC created Common Formative Assessments • Treasures Progress Monitoring / Diagnostic Assessments Annual CELDT for English Learners	52.0%	57.0%
	English Learners	18.1%	39.0%	45.1%			50.0%	55.0%
	Special Education	00.0%	11.8%	30.0%			37.0%	43.0%
	African American	25.6%	29.4%	32.5%			39.0%	45.5%
	Latino	31.9%	40.9%	47.0%			52.0%	57.0%
	White	N/A	N/A	N/A			N/A	N/A
	Asian	N/A	N/A	N/A			N/A	N/A
	Economically Disadvantage	31.7%	40.2%	46.1%			52.0%	57.0%
CST MATH								
3	% of all students scoring FBB/BB	28.4%	24.0%	21.6%	RtI ² Framework Tier 1 Core Instruction Tier 2 Sm. group push in/pull out Tier 3 Intensive pull out Access Strategies Instructional Conversations	• CST / CMA Annual Summative Assessment • Language Arts Periodic Assessments • DIBELS • PLC created Common Formative Assessments	19.4%	17.5%
	English Learners	36.0%	32.0%	28.8%			25.9%	23.3%
	Special Education	54.0%	59.0%	53.1%			47.8%	43.0%
	African American	44.0%	37.0%	33.3%			30.0%	24.0%
	Latino	27.0%	22.0%	19.8%			17.8%	16.0%
	White	N/A	N/A	N/A			N/A	N/A
	Asian	N/A	N/A	N/A			N/A	N/A

Public School Choice 3.0 Performance Plan

PSC School Site:		SRES #10		Design Team Name: LD7/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>Economically Disadvantaged</i>	27.0%	24.0%	21.6%	Cooperative and Communal Learning Environment Academic Language Advanced Graphic Organizers <u>Replacement Curriculum</u> Touch Math After school & Saturday School Tutoring.	<ul style="list-style-type: none"> Treasures Progress Monitoring / Diagnostic Assessments Annual CELDT for English Learners 	19.4%	17.5%
4	% of all students scoring Prof or Adv	49.2%	54.3%	58.2%	<ul style="list-style-type: none"> CST / CMA Annual Summative Assessment Language Arts Periodic Assessments DIBELS PLC created Common Formative Assessments Treasures Progress Monitoring / Diagnostic Assessments 	63.0%	67.0%
	<i>English Learners</i>	36.5%	41.2%	60.0%		64.0%	68.0%
	<i>Special Education</i>	14.3%	16.7%	35.0%		42.0%	48.0%
	<i>African American</i>	38.5%	40.0%	43.8%		50.0%	55.0%
	<i>Latino</i>	50.0%	55.4%	60.0%		64.0%	68.0%
	<i>White</i>	N/A	N/A	N/A		N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A		N/A	N/A
	<i>Economically Disadvantaged</i>	49.7%	54.3%	58.8%		63.0%	68.0%
ENGLISH LEARNERS (EL)							

Public School Choice 3.0 Performance Plan

Appendix P

PSC School Site:

SRES #10

Design Team Name: LD7/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	
7	Reclassification Rate	15.2%	14.7%	21.0%	SDAIE ELD RTI ² : Tier 1 & Tier 2 After school & Saturday School Tutoring Bilingual Support	<ul style="list-style-type: none">ELD PortfolioCST ScoresProgress ReportsPeriodic Assessments	27.0%	33.0%
8	% EL Students Scoring Proficient on CELDT	53.3%	55.4%	57.5%	SDAIE ELD RTI ² : Tier 1 & Tier 2 After school & Saturday School Tutoring Bilingual Support	<ul style="list-style-type: none">Annual CELDT for English LearnersPeriodic AssessmentsELD Portfolios	59.0%	61.0%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate							
10	CAHSEE Pass Rate (10 th 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 9 th Graders							
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for	96.5%	96.6%	96.0%	Incentives & <ul style="list-style-type: none">Monthly Reports	96.0%	96.0%	

Public School Choice 3.0 Performance Plan

PSC School Site:

SRES #10

Design Team Name: LD7/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
Students				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"> School Report Card Suspension & ODR Data 		
14 Attendance Rate for All Staff	94.3%	95.3%	96.0%	Incentives & Recognitions PLC's Expectations	<ul style="list-style-type: none"> Monthly Reports School Report Cards 	96.0%	96.0%
15 Number of Suspensions	1.2%	0.8%	0%	Communication with Parents Discipline Assemblies SWPBSP Alternatives to Suspensions	<ul style="list-style-type: none"> ODR Suspension Reports School Report Cards 	0%	0%
16 School Experience Survey: % Parents Participating	26.0%	49.4%	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"> School Report Cards Classroom Checklist Results of Daily Monitoring during Survey Window 	50.0%	52.5%

Public School Choice 3.0 Performance Plan

PSC School Site:		SRES #10		Design Team Name: LD7/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
17 School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	94.5%	89.9%	90.0%	Communication w/Parents Parent Meetings Provide Parent Volunteer Opportunities Parent & Family Center Volunteer Recognitions	<ul style="list-style-type: none"> • Volunteer Sign-in Book • Number of Parent Recognition Certificates Awarded • School Report Cards • Attendance at School Events 	92.0%	94.0%
18 Culture or Mission- Specific Indicator							
19 Culture or Mission- Specific Indicator							
20 Culture or Mission- Specific Indicator							

LD7/UTLA
Design Team Name

Date

Applicant Team Representative Signature

Local District Superintendent Signature

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

Attachment T:

SRES # 10 Academy will follow the Los Angeles Unified School District' policies for Assessment Development Timeline.

SRES # 10 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 SRES # 10 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
South Region Elementary School # 10**

Attachment U:

SRES # 10 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 (See Appendix A: Professional Development Calendar). 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

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

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

**Professional Development Calendar
1st Semester**

Week	Banked Time Tuesday's (1 hour)	Staff Meetings (1 hour after Banked Tuesday PD)	1 Hour after School	Other professional development for targeted audience
1		Review professional development plan Review Opening of School procedures.	Protocols and Norms for Effective Collaboration for the PLCs	1st Monday of the Month: New Teachers' Support: Classroom management strategies
2		Identification of essential standards and unpacking of the standards. Introduction to RTI ² "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.	3rd Monday of the Month: New Teachers' Support: Stull 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	PLC/SLC Planning Day/RTI² Data Day: 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 ² for Tier 2 support /supplemental intervention	Select and plan appropriate support based on most recent data to implement RTI ² Tier 2 strategies.	Select and plan appropriate support based on most recent data to implement RTI ² Tier 2 strategies.	Monday of the Month: New Teachers' Support: Handling Behavior Problems
6	RTI ² for Tier 2 support /supplemental intervention	Select and plan appropriate strategies based on most recent data to implement RTI ² Tier 2 support	Select and plan appropriate support based on most recent data to implement RTI ² Tier 2 strategies.	Monday of the Month: New Teachers' Support: Interacting and collaborating with students: Homework through the eyes of students. Peer interaction Teaching children to work cooperatively
7	RTI ² Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RTI ² 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 ² Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RTI ² 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	Monday of the Month: New Teachers' Support: 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.	PLC Planning Day by Grade Level/RTI² Data Day: 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	Monday of the Month 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 ² for Tier 2 support /supplemental intervention Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RTI ² Tier 2 strategies. Using Access Strategies and SDAIE	Select and plan appropriate support based on most recent data to implement RTI ² Tier 2 strategies. Using Access Strategies and SDAIE	Preparing for Teacher parent communication: Parent conferences Helping parents understand their child's progress
13	Review RTI ² 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 ² Tier 2 support Using Access Strategies and SDAIE	based on most recent data to implement RTI ² Tier 2 strategies. Using Access Strategies and SDAIE	
14	Review RTI ² Tier 3 strategies known as Intensive Intervention. Using Access Strategies and SDAIE	*Plan implementation of RTI ² 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 ² 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 2nd Semester

(To Be Developed by School Site in December after feedback from the PD for 1st Semester)

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

Waiver Identification Form

School Site: South Region Elementary School # 10

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:

- | | |
|--------------------------------------|--|
| x Methods of improving pedagogy | x Curriculum |
| x Assessments | x Scheduling |
| x Internal organization (e.g., SLCs) | x Professional development |
| x Budgeting control employees | x Mutual consent requirement for |
| x Teacher assignments* | x Staff appointments (e.g., department chairs)* |
| x Discipline & codes of conduct | x 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)

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 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: Lara Lopez Date: 2/06/12

UTLA Chapter Chair/Rep: Christopher Mellano Date: 2/6/2012

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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: SRES # 10

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 one day 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 fostering the cognitive, emotional, social, and physical needs of each child in a safe and caring environment. 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 whole 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, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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: SRES # 10

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 2/06/12
Date


Local District Supt/Division Head/Designee 2/6/12
Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
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LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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: SRES # 10

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:

  2/06/12
Principal/Administrator Date

 2/6/12
Local District Supt/Division Head/Designee Date

Send or fax completed/signed form to:

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333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
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LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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: SRES #10

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.

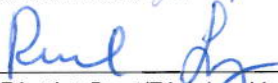
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

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

2/06/12
Date


Local District Supt/Division Head/Designee

2/6/12
Date

Send or fax completed/signed form to: Office of Staff Relations
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LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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: SRES # 10

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, SRES # 10 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 SRES # 10 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 (West Vernon Elementary School, Menlo Elementary School and 52nd Street Elementary School).

Requesting Administrator's Approval:


Principal/Administrator

2/06/12
Date


Local District Supt/Division Head/Designee

2/6/12
Date

Send or fax completed/signed form to: Office of Staff Relations
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LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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

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

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: SRES #10

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

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

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: SRES #10

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.

Requesting Administrator's Approval:

Principal/Administrator

Local District Supt/Division Head/Designee

Send or fax completed/signed form to:

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LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 10

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM
LIS Waiver #13: School Health/Safety Matters

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: SRES #10

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)

Flexibility and ability to secure partnerships with Community Based Organization to secure health and other services for students and families.

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

Research indicates that when schools work together with families to support learning, children tend to succeed throughout their lives. Effective partnerships are based on understanding both the whole child their families. Research has shown that students' health problem impair academic performance. Those students who experience health disparities also experience educational disparities. SRES # 10 can meet these needs by offering on-site access to school-based health services by establishing a health care partnership to maximize access to care. School health services will include vision, dental, and other health screening.

Requesting Administrator's Approval:

Principal/Administrator

Local District Supt/Division Head/Designee

Date

Date

Send or fax completed/signed form to: Office of Staff Relations
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