

**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

Robin Benton

Address:

**10616 S. Western Avenue
Los Angeles, CA 90047**

Phone Number:

(323) 242-1300

Website (if applicable)

Email Address:

rbenton@lausd.net

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

South Region Elementary School #11

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. Robin Benton		(323) 242-1300	rbenton@lasud.net	Local District 7 Principal Leader
2. Dr. Barbara Lake		(323) 242-1312	barbara.lake@lausd.net	LASDI
3. Francisco Gonzalez		(323) 242-1300	francisco.gonzalez@lausd.net	Local District 7 Principal Leader
4. Dr. Rosalinda Lugo		(323) 242-1300	RLugo6@lausd.net	Local District 7 Principal Leader

(Please add lines and pages as necessary)



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

Printed Name	Signature	Phone	Email address	School/Affiliation
5. William Downing		(323) 242-1413	william.downing@lausd.net	RT12 Expert/ K-12 Science
6. Raymond Taylor		(323) 753-2133	rtaylo8@lausd.net	68 th Street Elem.
7. Josefina Aguilera		(323) 753-2133	jagui21@lausd.net	68 th Street Elem.
8. Vanessa Enriquez		(323) 753-4445	vce9841@lausd.net	Loren Miller Elem.
9. Elsa Baviagan		(323) 753-4445	emb1156@lausd.net	Loren Miller Elem.
10. Andrea Goring		(323) 759-1183	gfamily@aol.com	Raymond Ave. Elem.
11. Jean Aldridge		(323) 759-1183	raldnedge@aol.com	Raymond Ave. Elem.
12. Susan Van Buren		(323) 759-1183	svanbure@lausd.net	Raymond Ave. Elem.
13. Karen Sanford		(323) 759-1183	sanford.karen@yahoo.com	Raymond Ave. Elem.
14. Manuel Nava		(323) 753-2133	mnava20@lausd.net	68 th Street Elem.
15. Christopher Downing		(323) 242-1302	christopher.downing@lausd.net	Director
16. Christopher Arellano		(213) 368-6253	carellano@utla.net	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.

South Region Elementary School #11

Applicant Team Name/Organization	Local District 7 and UTLA
Name of Team Representative	Robin Benton
Signature of Team Representative	<i>RBenton</i>

Design Team Member Name	Signature
1. Robin Benton	<i>RBenton</i>
2. Dr. Barbara Lake	<i>Barbara C. Lake</i>
3. Francisco Gonzalez	<i>Francisco Gonzalez</i>
4. Dr. Rosalinda Lugo	<i>Rosalinda</i>
5. William Downing	<i>William Downing</i>
6. Raymond Taylor	<i>Raymond Taylor</i>
7. Josefina Aguilera	<i>Josefina Aguilera</i>
8. Vanessa Enriquez	<i>Vanessa Enriquez</i>
9. Elsa Baviagan BARRAGAN	<i>Elsa Barragan</i>
10. Andrea Goring	<i>Andrea Goring</i>
11. Jean Aldridge	<i>Jean Aldridge</i>
12. Susan Van Buren	<i>Susan A. Van Buren</i>
13. Karen Sanford	<i>Karen O. Sanford</i>
14. Manuel Nava	<i>Manuel Nava</i>
15. Christopher Downing	<i>Christopher Downing</i>
16. Christopher Arellano	<i>Christopher Arellano</i>

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

1 **NAME OF PSC SCHOOL: SRES # 11**

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		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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Public School Choice 3.0 Performance Plan

PSC School Site: SRES #11

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
CST ELA							
1	% of all students scoring FBB/BB	29.6%	27.0%	24.0%	<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	22.0%	20.0%
	<i>English Learners</i>	44.0%	45.0%	40.0%		36.0%	32.0%
	<i>Special Education</i>	68.0%	72.0%	65.0%		51.0%	46.0%
	<i>African American</i>	35.0%	34.0%	31.0%		28.0%	25.0%
	<i>Latino</i>	30.0%	25.0%	23.0%		20.0%	18.0%
	<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>	30.0%	27.0%	24.0%		21.0%	20.0%
2	% of all students scoring Prof or Adv	37.8%	40.8%	46.5%	<ul style="list-style-type: none">CST / CMA Annual Summative AssessmentLanguage Arts Periodic AssessmentsDIBELS	52.0%	57.0%
	<i>English Learners</i>	18.1%	33.2%	39.9%		46.0%	52.0%
	<i>Special Education</i>	06.5%	17.2%	27.6%		35.0%	42.0%
	<i>African American</i>	34.7%	34.1%	41.1%		47.0%	53.0%

Public School Choice 3.0 Performance Plan

PSC School Site: **SRES #11** 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>Latino</i>	38.7%	42.5%	47.8%	Access & AEMP/MELD Strategies Differentiation Acceleration/Pacing Depth & Complexity Icons Novelty	• PLC created Common Formative Assessments • Treasures Progress Monitoring / Diagnostic CELDT for English Learners	54.0%	59.0%	
<i>White</i>	N/A	N/A	N/A			N/A		
<i>Asian</i>	N/A	N/A	N/A			N/A		
<i>Economically Disadv.</i>	37.8%	40.9%	46.5%			52.0%	57.0%	
CST MATH								
3	% of all students scoring FBB/BB	26.1%	24.0%	21.0%	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 Replacement Curriculum Touch Math After school & Saturday	• 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	19.0%	17.0%
	<i>English Learners</i>	34.0%	34.0%	31.0%		28.0%	25.0%	
	<i>Special Education</i>	76.0%	76.0%	68.0%		62.0%	56.0%	
	<i>African American</i>	37.0%	37.0%	33.0%		30.0%	27.0%	
	<i>Latino</i>	21.0%	21.0%	17.0%		15.0%	14.0%	
	<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>	23.0%	24.0%	21.6%		19.5%	17.6%	

Public School Choice 3.0 Performance Plan

PSC School Site:

SRES #11

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
					School Tutoring.			
4	% of all students scoring Prof or Adv	53.6%	54.5%	59.0%	RtI ² Tier 1 and differentiation strategies Access Strategies Differentiation Acceleration/Pacing Depth & Complexity Novelty Language of the Discipline	<ul style="list-style-type: none">CST / CMA Annual Summative AssessmentLanguage Arts Periodic AssessmentsDIBELSPLC created Common Formative AssessmentsTreasures Progress Monitoring / Diagnostic	64.0%	68.0%
	English Learners	41.0%	52.3%	57.0%			62.0%	67.0%
	Special Education	25.0%	20.7%	28.7%			37.0%	44.0%
	African American	36.0%	37.5%	43.8%			49.0%	54.0%
	Latino	57.6%	58.7%	63.0%			67.0%	71.0%
	White	N/A	N/A	N/A			N/A	N/A
	Asian	N/A	N/A	N/A			N/A	N/A
	Economically	53.6%	54.6%	59.0%			64.0%	68.0%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	12.8%	12.7%	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	53.0%	48.6%	51.0%	SDAIE ELD RTI ² : Tier 1 & Tier 2 After school & Saturday School Tutoring	<ul style="list-style-type: none">Annual CELDT for English LearnersPeriodic AssessmentsELD Portfolios	54.0%	57.0%

Public School Choice 3.0 Performance Plan

Appendix P

PSC School Site: SRES #11

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
GRADUATION (high schools only)							
9 Four Year Cohort Grad Rate							
1 CAHSEE Pass Rate 0 (10 th grade)							
1 % Students In A-G Courses Receiving Grade of C or Higher							
1 % Graduates Meeting A-G Requirements							
RETENTION RATE (high schools only)							
# First Time 9 th Graders							
% Retained 9 th Graders							
CULTURE/CLIMATE & MISSION-SPECIFIC							
1 Attendance Rate for 3 Students	93.7%	94.4%	96.0%	Incentives & Recognitions Regular Monitoring Positive Culture/SWPBSP Tier2 & Tier3 for At-Risk Student Parent Training & Education Community Partnerships	<ul style="list-style-type: none"> Monthly Reports School Report Card Suspension & ODR Data 	96.0%	96.0%

Public School Choice 3.0 Performance Plan

PSC School Site:		SRES #11		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
				Classroom Visits Communication with Parents			
1 4 Attendance Rate for All Staff	95.8%	97.2%	96.0%	Incentives & Recognitions PLC's Expectations	<ul style="list-style-type: none"> Monthly Reports School Report Cards 	96.0%	96.0%
1 5 Number of Suspensions	1.7%	1.5%	0%	Communication with Parents Discipline Assemblies SWPBSP Alternatives to Suspensions	<ul style="list-style-type: none"> ODR Suspension Reports School Report Cards 	0%	0%
1 6 School Experience Survey: % Parents Participating	46.9%	58.5%	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%
1 7 School Experience Survey: % Parents Reporting	92.9%	91.7%	90.0%	Communication w/Parents Parent Meetings	<ul style="list-style-type: none"> Volunteer Sign-in Book Number of Parent Recognition Certificates 	92.0%	94.0%

Public School Choice 3.0 Performance Plan

Appendix P

PSC School Site:

SRES #11

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
"Often or Always" in category of "Overall School Involvement"				Provide Parent Volunteer Opportunities Parent & Family Center Volunteer Recognitions	Awarded <ul style="list-style-type: none"> School Report Cards Attendance at School Events 		
1 8 Culture or Mission- Specific Indicator							
1 9 Culture or Mission- Specific Indicator							
2 0 Culture or Mission- Specific Indicator							

LD7/UTLA

Design Team Name

November 17, 2011

Date

Applicant Team Representative Signature

Local District Superintendent Signature

Local District 7 and UTLA Proposal
South Region Elementary School # 11

Attachment T

Policies for Assessment Development Timeline

SRES # 11 will follow the Los Angeles Unified School District' policies for Assessment Development Timelines.

SRES # 11 is seeking a waiver as part of the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011.

Local Initiative School Waiver #4: *"The School Staff will review and evaluate all assessments and select those that meet the*

After year 1, the staff of SRES # 11 will have the opportunity to collaboratively develop an assessment process for using valid holistic assessments such as DIBELS, Treasures, CORE K-12, Kinder Checklist, and/or other research based assessments. The staff will select and implement assessments that are most beneficial in providing data to analyze and monitor student growth and progress. Professional Development time will be allocated to provide the staff an opportunity for critical analysis of the data and to determine instructional strategies for improved student outcomes. Teachers will utilize the current District RLA and Math pacing plans as to guide towards creating unique placing plans that includes interim benchmark assessment timelines and identifies core and specific supplemental resources that best meet the needs of the student population. .

Local District 7 and UTLA Proposal
South Region Elementary School # 11

Attachment U

**SRES # 11 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 	LD7 Staff Administrator Instructional Coaches

	<ul style="list-style-type: none"> Shift of focus in the use of assessment data from measuring and reporting student performance to diagnosing and improving student performance Data (common formative assessments, periodic assessments, state assessments, etc) triggers reflection and improvement cycles 	
Day 5	Professional Learning Community Cultural Shifts: Adopting the three big ideas requires a cultural shift: <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	Identification of essential standards. Integration of the Leadership Curriculum	Identification of essential standards and unpacking of the standards.	PLC/SLC Planning Day/RTI² Data Day:

	standards. Power Standards and unwrapping of the ELA and Mathematics power standards.	/Indicators into content area. Revision of action plans to ensure they unpack the standards Develop Common Formative Assessments through CORE K-12 Assessment system for progress monitor	Revision of action plans to ensure teachers unpack the standards Develop Common Assessments through CORE K-12 Assessment system for progress monitor	Focus on Results: 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	Select and plan	Select and plan	

	Tier 2 support /supplemental intervention Using Access Strategies and SDAIE	appropriate strategies based on most recent data to implement RTI ² Tier 2 support Using Access Strategies and SDAIE	appropriate support 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 # 11

Waiver Identification Form

School Site: South Region Elementary School # 11

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

Proposed Governance Model (mark all that apply):

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

Waiver Request:

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

Health and safety

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

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

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

Approval Signature:

Principal/Administrator:



Date:



UTLA Chapter Chair/Rep:



Date:

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 11

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 # 11

Local District/Division: LD 7

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

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

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

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

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

The Small Learning Communities (SLC) will develop an after school program to take place during the extra on-site hour. The afterschool activities will provide students and their families' more freedom to select programs and activities based on interest and needs. The after-school programs will allow the stakeholders opportunities to implement the school's mission of 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

Robert Benton

Local District Supt/Division Head/Designee

2/06/2012
Date

2/06/12
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 # 11

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 # 11

Local District/Division: LD7

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

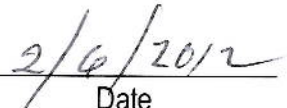
Waiver Description: (Describe the actions that require a waiver)
Teachers will volunteer a minimum of twenty hours per school year

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

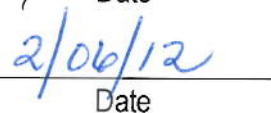
According to the proposal, parents and staff are being asked to volunteer a minimum of twenty hours per school year. Having the teachers commit to the same twenty hours per year would create a feeling of community. Parent conferences, home visits, participating in after school activities, attending advisory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

Requesting Administrator's Approval:


Principal/Administrator


Date


Local District Supt/Division Head/Designee


Date

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 # 11

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 # 11

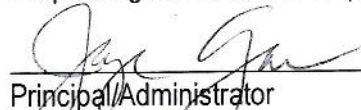
Local District/Division: LD7

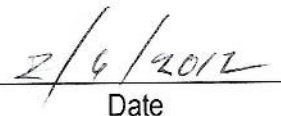
CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article XI Section 16.0

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 #11 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 # 11 be granted the privilege to select 100% percent of its teachers and be free of District-mandated priority placements, or "must-place" teachers, including but not limited to those from feeding schools (68th Street Elementary School, Loren Miller Elementary School and Raymond Elementary School).

Requesting Administrator's Approval:


Principal/Administrator


Date


Local District Supt/Division Head/Designee


Date

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LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 11

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 #11

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)

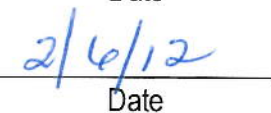
A Staff Selection Committee will be established in order to select teachers as grade level chairs, coordinators and instructional coaches based on locally created criteria. This waiver is needed in order to have the most qualified support personnel selected for the position. The Staff Selection Committee 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 (See further details on plan page 81)

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 # 11

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 # 11

Local District/Division: LD7

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

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

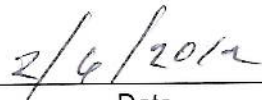
We are requesting two additional set-aside rooms to provide a math laboratory and a science laboratory for the students.

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

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

Requesting Administrator's Approval:


Principal/Administrator


Date


Local District Supt/Division Head/Designee


Date

Send or fax completed/signed form to:

Office of Staff Relations
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 # 11

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 #11

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. Adjustments to this selection process will be reviewed and amended as needed. The Staff Selection Committee will reach consensus in selection of staff (see further details on plan page 80)

Requesting Administrator's Approval:

Principal/Administrator

Local District Supt/Division Head/Designee

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

2/6/2012

Date

2/6/12

Date

LOCAL DISTRICT 7/ UTLA
South Region Elementary School # 11

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 #11

Local District/Division: LD 7


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

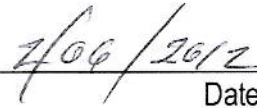
Waiver Description: (Describe the actions that require a waiver)
The criteria for professional attire will be locally determined by the teachers.

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

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

Requesting Administrator's Approval:


Principal/Administrator


Date


Local District Supt/Division Head/Designee


Date

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Phone: 213-241-6056