


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 <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):</i> Academia de las Americas				
Address: 5115 Southern Ave, South Gate, 90280		Phone Number: 323 568-8547 310 621-0951		
Website (if applicable)		Email Address: michael.blount@lausd.net		
School site for which your team is submitting a Letter of Intent:		Lucille Roybal-Allard/ SR ES #5		
Grade configuration of your school:		PreK-6		
School model for which you are applying:		<input type="checkbox"/> Traditional <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Pilot <input type="checkbox"/> Network Partner <input type="checkbox"/> Independent Charter		
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. No 2. n/a 3. n/a		
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. 08/13/2012 & 05/20/2013 2. 12/24/2012- 01/04/2013 3. 03/25/2012- 03/29/2013		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Gilbert Gutierrez			gilgutierrez@me.com	Retired LAUSD principal

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

2. Michael Blount	<i>Michael Blount</i>	michael.blount@lausd.net	Local District 6
3. Martha Gonzales	<i>Martha Gonzales</i>	mgonza30@lausd.net	Local District 6
4. Ruth Navarro	<i>Ruth Navarro</i>	rcn9040@lausd.net	Miles Avenue Elem.
5. Cecy Equihua	<i>Cecy Equihua</i>	cce2996@lausd.net	Miles Avenue Elem.
6. Maria Alcaraz	<i>Maria Alcaraz</i>	mga2991@lausd.net	Miles Avenue Elem.
7. Hang Nguyen	<i>Hang Nguyen</i>	hnguye13@lausd.net	Miles Avenue Elem.
8. Lisa Robles	<i>Lisa Robles</i>	lroble1@lausd.net	Miles Avenue Elem.
9. Claudia Martinez	<i>Claudia Martinez</i>	cxm8663@lausd.net	Miles Avenue Elem.
10. Teresa Rivas	<i>Teresa Rivas</i>	txr5553@lausd.net	Miles Avenue Elem.
11. Rosie Ramos (HSA)	<i>Rosie Ramos</i>	rosie.ramos@hsla.org	Human Services Association
12. Leticia Chacon (HSA)	<i>Leticia Chacon</i>	lety.rico@hsla.org	Human Services Association
13. David Cassidy (Sergeant)	<i>David Cassidy</i>	<i>DCASSIDY HUNTINGTON PARK PD. ORG</i>	Huntington Park Police Department
14. Angelica Rivera	<i>Angelica Rivera</i>	ariver13@lausd.net	Miles Avenue Elem.
15. Cynthia Gomez	<i>Cynthia Gomez</i>	cxcg2646@lausd.net	Miles Avenue Elem.
17. Maria Rodriguez	<i>Maria Rodriguez</i>	mgr5209@lausd.net	Miles Avenue Elem.
Leticia Rico-Nunez	<i>Leticia Rico-Nunez</i>	lety.rico@hsala.org	Human Services Association
19. Emma Gutierrez	<i>Emma Gutierrez</i>	exg2825@lausd.net	Miles Avenue Elem.
20. Enedina Maldonado	<i>Enedina Maldonado</i>	enemaldonado@aol.com	Miles Avenue Elem.

(Please add lines and pages as necessary)



PSC 3.0 Commitments and Expectations Form

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

Applicant Team Name/Organization	Academia de las Americas
Name of Team Representative	Michael Blount
Signature of Team Representative	<i>Michael Blount</i>

Design Team Member Name	Signature
Gilbert Gutierrez	<i>Gilbert Gutierrez</i>
Michael Blount	<i>Michael Blount</i>
Martha Gonzalez	<i>Martha Gonzalez</i>
Rosie Ramos (HSA)	<i>Rosie Ramos</i>
Leticia Chacon (HSA)	<i>Leticia Chacon</i>
David Cassidy (Sergeant)	<i>David Cassidy</i>
Maria Alcaraz	<i>Maria Alcaraz</i>
Cecilia Equihua	<i>Cecilia Equihua</i>
Hang Nguyen	<i>Hang Nguyen</i>
Ruth Navarro	<i>Ruth Navarro</i>
Lisa Robles	<i>Lisa Robles</i>
Teresa Rivas	<i>Teresa Rivas</i>
Claudia Martinez	<i>Claudia Martinez</i>
Angelica Rivera	<i>Angelica Rivera</i>
Cynthia Gomez	<i>Cynthia Gomez</i>
Maria Rodriguez	<i>Maria Rodriguez</i>
Leticia Rico-Nuñez	<i>Leticia Rico-Nuñez</i>
Emma Gutierrez	<i>Emma Gutierrez</i>
Enedina Maldonado	<i>Enedina Maldonado</i>

Intent to Apply Packet
Part 2 of 2

1		3		4		Performance																										
NAME OF PSC SCHOOL: Lucille Roybal-Allard Elementary School		Demographic		Other Groups		CST Proficiency																										
Size		Ethnicity		Other Groups		CST Proficiency																										
2010-11 Enrollment		% African American	% Latino	% Asian	% White	% Free-reduced price lunch	% English learners (EL)	% Students w/Disabilities (SWD)	CST Proficiency																							
									2011 Growth	Net API Gain over 5 Years	% Proficient ELA 2012	Change from 2010	% Proficient Math 2012	Change from 2010	% Proficient Math 2011	SWD % Proficient ELA 2011	SWD % Proficient Math 2011	EL % Proficient ELA 2012	EL % Proficient Math 2012	EL % Proficient ELA 2011	EL % Proficient Math 2011	RPPL % Proficient ELA 2011	RPPL % Proficient Math 2011	Latino % Proficient ELA 2011	Latino % Proficient Math 2011	African American % Proficient ELA 2011	African American % Proficient Math 2011	Reclassification Rate 2009-10	Reclassification Rate 2010-2011	Dropout & Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009
Applicant Team Name																																
Feeder Schools																																
Miles Avenue Elementary		1,681	0	98	0	0	89	48	7	782	86	49.4	3.7	63.4	3.5	7.1	26.4	19.6	40.1	48.3	62.8	49.6	63.3	n/a	n/a	22.4	19	n/a	n/a	n/a	n/a	
San Antonio Elementary		693	0	99	0	0	100	40	9	794	101	52.6	4.6	58.2	-1.3	15.8	35	23.1	31.3	52.7	58.3	52.4	58.2	n/a	n/a	22.3	14.2	n/a	n/a	n/a	n/a	
Gage Middle School		2,686	0	99	0	0	100	22	10	652	85	30	2.6	28.6	-1.4	1.7	5.9	2.7	3.9	30.2	28.7	30	28.6	n/a	n/a	10.8	9.6	n/a	n/a	n/a	n/a	
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.

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional
 ☐ Pilot
 ☐ Network Partner
 ☒ ESBMM
☐ Independent Charter
 ☐ Affiliated Charter

Name of School Lucille Roybal-Allard Elementary School (SR#5)

Name of Applicant Group/Applicant Team Academia de las Americas

Lead Applicant Michael Blount

Title of Lead Applicant Local District 6 RTI2 Coordinator

Mailing Address 5115 Southern Avenue
South Gate, Ca 90280

Phone Number (323) 568-8500

Fax Number (323) 566-4324

Email Address michael.blount@lausd.net

Website (if available) _____

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements:

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
☐ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☒ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with

the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:	
Name of Lead Applicant <u>Michael Blount</u>	Title of Lead Applicant <u>Local District 6 RTI2 Coordinator</u>
Signature of Lead Applicant <u>Michael Blount</u>	Date <u>11-17-11</u>
Name of Board President* _____	
Signature of Board President* _____	Date _____
*The additional name and signature of the Board President is only applicable to organizations with a Board	

Professional Development Schedule

We will utilize our autonomy in the area of professional development in the structure and the content. Through book talks and PLCs, conversations will direct the selection of the topics for Professional Development best needed for their students. We anticipate, again depending on the needs of the staff and our students, PD in the following areas for the first school year:

- RTI²
- California Common Core State Standards
- PLCs and Common Formative Assessments (CFA)
- CELDT and Pre LAS and LAS2000 (Spanish assessments)
- SIOP model for English Learners
- Inclusion
- Reader's Workshop
- Writer's Workshop
- Reading Comprehension via Read Alouds
- Mathematics – strategies for problem solving
- QAR

During the second year, we will continue looking at our data and student achievement based on observations and CFAs in our PLCs. We will determine further PDs based on the aforementioned. We will also continue with our Thursday Book Club where further PD will occur.

Daily Schedule for
Lucille Roybal-Allard Elementary School

Daily Schedule K-3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math
8:45-9:30	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature
9:30-10:00	ELD	ELD	ELD	ELD	ELD
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:20	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
11:20-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving
12:45-1:30	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
1:30-2:10	Science/Social Studies	Professional Development/ Staff Meeting	Science/Social Studies	Science/Social Studies	Science/Social Studies
2:10-2:40	Collaborative studies/ Individualized assistance (Intervention)		Collaborative studies/ Individualized assistance (Intervention)	Collaborative studies/ Individualized assistance (Intervention)	Collaborative studies/ Individualized assistance (Intervention)
2:40-3:10	Grade level planning		Grade level planning	Book Talk/ Grade level planning	Grade level planning

Daily Schedule 4-6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math	RTI ² / Universal Access for ELA and Math
8:45-9:30	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature	Core program: Reading comprehension/ Response to literature
9:30-10:20	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
10:20-10:40	Recess	Recess	Recess	Recess	Recess
10:40-11:10	ELD	ELD	ELD	ELD	ELD
11:10-12:00	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving	Mathematics/ Problem Solving
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:30	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
1:30-2:10	Science/Social Studies		Science/Social Studies	Science/Social Studies	Science/Social Studies
2:10-2:40	Collaborative studies/ Individualized assistance (Intervention)		Collaborative studies/ Individualized assistance (Intervention)	Collaborative studies/ Individualized assistance (Intervention)	Collaborative studies/ Individualized assistance (Intervention)
2:40-3:10	Grade level planning		Grade level planning	Grade level planning	Grade level planning

Job Description for Principal

The mission of SR #5 (LRA) is to provide a quality education and environment enabling all students to become proficient, responsible, and productive citizens in a diverse society. The Principal must understand and nurture the school's culture. The Principal engages members in problem solving, collaboration, and consensus.

LRA requires a principal that believes in and acts upon the principles described in this plan:

- **Distributive leadership**

In order for our vision to come to fruition, we need a leader who will spread decision-making authority throughout the staff including teachers, students, parents and community members in order to participate in making key decisions. It fosters community engagement, provides opportunities for professional and personal growth and enables sustained progress, despite inevitable changes in leadership over time. In our school, leadership will be a collaborative and inclusive process, in which leadership is redefined as relationships whereas there are personal connections, mutual respect and shared knowledge.

- **Instructional Leadership**

The principal believes in the additive value of bi-literacy and supports it by way of professional development, advocacy and allocation of time and resources. Given the number of Special Education classes who will be assigned to our school, our principal should also believe in the importance of supporting and addressing students with Special Needs and their families. The principal will fully include them in all instructional, social and extra-curricular activities in school. Our principal should be at the cutting edge of evidence-based instructional and assessment practices and be able to lead teachers in applying these practices in the classroom in order to meet the higher expectations expressed in the CCSS.

- **Comer's philosophies of collaboration, no fault, and consensus**

Knowing that problem solving is not a quick fix, but a process, our principal should understand that this includes problem identification, problem analysis, intervention design and response to intervention. These elements can also be applied when dealing with parents, staff, instruction, operations and any other aspect of daily life. The principal should be willing to come to the table with all impacted parties, take the time necessary to discuss possible solutions without blame in order to resolve the issue.

- **Developing the Whole Child**

The school culture and the focus on the whole child are the foundation of our plan. The principal must understand that in order for our students to be academically successful we cannot ignore their basic needs thus aligning the budget, training staff, reaching out to the community, and any other needed supports to meet this goal. We need to ensure that we are addressing social and emotional aspects of all our school community including students, parents, and staff. The principal will need to understand that this is integral to developing the assets necessary to become bi-literate, bicultural, productive global citizens.

Lucille Roybal-Allard School Year Calendar 2012-2013																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
July				H																												
August						PD	PD	PD	IC	IC			FI	BT							BT							BT				
September				BT	H						BT							BT							BT						NA	
October		BT							BT							BT						BT								BT		
November												H	BT							BT		H						BT				NA
December				BT							BT							BT						W	W	W	W	W				W
January	W	W	W	W				BT							BT	H						BT								BT		
February																				H								NA	NA	NA	NA	NA
March					BT							BT								BT					H	H	H	H	H			
April	H	BT							BT							BT							BT								BT	NA
May							BT							BT						LI	PD	PD	PD	PD				H				
June																																NA
First Day of School: August 13, 2012 Last Day of School: May 20, 2013 Number of Instructional Days: 180 Number of Holidays: 12 Number of Full PD Days: 8																																
FI: First day of Instruction PD: Professional Development IC: Intake Conferences/ Professional Development LI: Last day of Instruction BT: Early Dismissal/ Professional Development W: Winter Break																																
Tentative Calendar																																

Appendix L

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives	Remember Retrieve relevant knowledge from long-term memory	Understand Construct meaning from instructional messages, including oral, written, and graphic communication	Apply Carry out or use a procedure in a given situation	Analyze Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Evaluate Make judgments based on criteria and standards	Create Put elements together to form a coherent or functional whole, reorganize elements into a new pattern.
Factual Knowledge The basic elements students must know to be acquainted with a discipline or solve problems in it						
Conceptual Knowledge The interrelationships among the basic elements within a larger structure that enable them to function together						
Procedural Knowledge How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods						
Meta-Cognitive Knowledge Knowledge of cognition in general as well as awareness and knowledge of one's own cognition						

3rd Grade Writing Essential Standards

2.1 (Writing Applications) Write Narratives:

- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.
- c. Provide insight into why the selected incident is memorable.

2.2 (Writing Applications) Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, and experiences.

2.1 (Speaking) Make brief narrative presentations

- a. Provide a context for an incident that is the object of the presentation
- b. Provide insight into why the selected incident is memorable
- c. Include well chosen details to develop character, setting, and plot.

Embedded Standards

1.1 (Writing Strategies) Create a single paragraph:

- a. Develop the topic sentence
- b. Include simple supporting facts and details

1.4 (Writing Strategies) Revise drafts to improve coherence and logical progression of ideas by using an established rubric

<u>Know/Concepts:</u>	<u>Skills/Be able to do:</u>
<ul style="list-style-type: none"> • Narrative features <ul style="list-style-type: none"> ○ Plot ○ Setting ○ Characters • Descriptive details • Paragraphs • Topic sentences 	<ul style="list-style-type: none"> • Compose unified narratives • Establish context/setting • Use details to <ul style="list-style-type: none"> ○ Develop plot ○ Provide insight • Write memorable descriptions of people, places, things, and experiences • Revise drafts using a rubric • Create paragraphs • Develop topic sentences

Learning Outcomes from student's perspective

I how to develop a plot for my story using the <i>Somebody, Wants, But, So</i> structure I how to create a setting for my Story I know how to write paragraph I know how to write topic sentences	I can create a multi-paragraph essay that tells an interesting story I can add descriptive details to my story which helps the reader understand something important in my story I can use the somebody, wants, but, so process to create a narrative I can use details to develop a plot.
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Appendix N

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives <i>3rd Grade Writing</i>	Remember Retrieve relevant knowledge from long-term memory	Understand Construct meaning from instructional messages, including oral, written, and graphic communication	Apply Carry out or use a procedure in a given situation	Analyze Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Evaluate Make judgments based on criteria and standards	Create Put elements together to form a coherent or functional whole, reorganize elements into a new pattern.
Factual Knowledge The basic elements students must know to be acquainted with a discipline or solve problems in it						
Conceptual Knowledge The interrelationships among the basic elements within a larger structure that enable them to function together		Know narrative features: plot, setting, characters				
Procedural Knowledge How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods		Know topic sentences, paragraphs, concrete sensory details	Develop topic sentences	Use details to develop plot provide insight into why incident is memorable	Revise drafts using a rubric	Compose unified narratives Establish context/setting Write memorable descriptions of people, places, things & experiences
Meta-Cognitive Knowledge Knowledge of cognition in general as well as awareness and knowledge of one's own cognition						Create paragraphs by having the mega-cognition knowledge of what they are and having the skills to write one

Effect Size

An effect size provides a common expression of the magnitude of study outcomes for many types of outcome variables, such as school achievement. An effect size of $d = 1.0$ indicates an increase of one standard deviation on the outcome. One standard deviation improvement would mean that on average students receiving the treatment would exceed 84% of the students not receiving the treatment. One standard deviation is usually associated with advancing student's achievement by two to three years. Effect sizes are expressed in decimal form with an effect size of .8 meaning a particular treatment improved student achievement by 8/10ths of one standard deviation. This would mean 77% of the students would exceed those not receiving the treatment. Generally, effect sizes of above .6 are large, above .4 are medium, and those above .2 are small.

Further explanations may be found in many of Robert Marzano's books such as Classroom Instruction that works and in John Hattie's Visual Learning a Syntheses of 800 Mega-Analysis Relating to Achievement.

PSC School Site: **SOUTH REGION #5**
 Design Team Name: **ACADEMIA DE LAS AMERICAS**

	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 (Data reflective of Miles Avenue Elementary School and San Antonio Elementary School)	24%	20.7%	17%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, Individual assistance, Gradual release, thinking maps, 1-on-1 conferring, Parent Conversations,	CST, Literacy Periodic Assessments (LPA), Common Formative Assessments (CFAs), ELA report card grades, SST, COST, LAT	14%	11%
	<i>English Learners</i>	45%	44%	34%	RTII/ Universal Access, workshops, collaborative studies, ELD time, Gradual release, thinking maps, 1-on-1 conferring, Parent Conversations, SDAIE/SIOP	CST, CELDT, ELD portfolios, CFAs, RTII results, Literacy Periodic Assessments, SST, COST, LAT	24%	14%
	<i>Special Education</i>	56.4%	59%	56%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, Individual assistance, Gradual	CST or California Modified Assessment (CMA), California Alternative Performance Assessment (CAPA), SST,	53%	50%

	<i>Special Education</i>	56.4%	59%	56%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, Individual assistance, Gradual release, thinking maps, Inclusion-General Ed, RSP	CST or California Modified Assessment (CMA), California Alternative Performance Assessment (CAPA), SST, COST, LAT, IEP	53%	50%
	<i>African American</i>							
	<i>Latino</i>	22%	22%	12%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, Individual assistance, Gradual release, thinking maps, 1-on-1 conferring, Parent Conversations,	CST, Literacy Periodic Assessments (LPA), Common Formative Assessments (CFAs), ELA report card grades, RTII, Universal Access time, collaborative studies, Workshop time, SST, COST, LAT	8%	2%
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadvantaged</i>	22%	22%	12%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, Individual assistance, Gradual release, thinking maps, 1-on-1 conferring, Parent Conversations,	CST, Literacy Periodic Assessments (LPA), CFAs, ELA report card grades, RTII, Universal Access time, collaborative studies, Workshop time, SST, COST, LAT	8%	2%

	<i>English Learners</i>	20%	21%	24%	RTII/ Universal Access, workshops, collaborative studies, individual assistance time, ELD time, SDAIE/SIOP	CST, CELDT, Literacy Periodic Assessments (LPA), CFAs, ELA report card grades, RTII	27%	30%
	<i>Special Education</i>	19.8%	17%	17.5%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, Individual assistance, Gradual release, thinking maps, Inclusion-General Ed, RSP	CST, Literacy Periodic Assessments (LPA), CFAs, ELA report card grades, RTII	18%	19%
	<i>African American</i>							
	<i>Latino</i>	48%	50%	54%	RTII/Universal Access, Readers' & Writers' Workshops, Enrichment activities during Collaborative studies	CST, Literacy Periodic Assessments (LPA), CFAs, ELA report card grades, RTII	58%	62%
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>	48%	51%	54%	RTII/Universal Access, Readers' & Writers' Workshops, Enrichment activities during Collaborative studies	CST, Literacy Periodic Assessments (LPA), CFAs, ELA report card grades, RTII	58%	62%
CST MATH								
3	% of all students	20.5%	19.5%	19%	RTII / universal	CST, MATH Quarterly	18%	17%

	scoring FBB/BB				access for Math, Problem Solving Strategies, Gradual Release, Collaborative studies individual assistance, 1-on-1 conferring, Parent Conversations	Assessments, Common Formative Assessments (CFAs), Math report card grades, SST, COST, LAT		
	<i>English Learners</i>	24%	38%	35%	RTII / universal access for Math, Problem Solving Strategies, Collaborative studies individual assistance, SDAIE/SIOP, 1-on-1 conferring, Parent Conversations,	CST, MATH Quarterly Assessments, Common Formative Assessments (CFAs), Math report card grades, SST, COST, LAT	30%	25%
	<i>Special Education</i>	49%	53%	50%	RTII / universal access for Math, Problem Solving Strategies, collaborative studies, Individual assistance, Gradual release, thinking maps, Inclusion-General Ed, RSP	CST, MATH Quarterly Assessments, Common Formative Assessments (CFAs), Math report card grades, SST, COST, IEP	47%	44%
	<i>African American</i>							
	<i>Latino</i>	20%	20%	17%	RTII / universal	CST, MATH Quarterly	15%	13%

					access for Math, Problem Solving Strategies, Gradual Release, Collaborative studies individual assistance, 1-on-1 conferring, Parent Conversations	Assessments, Common Formative Assessments (CFAs), Math report card grades, SST, COST		
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>	20%	20%	17%	RTII / universal access for Math, Problem Solving Strategies, Gradual Release, Collaborative studies individual assistance, 1-on-1 conferring, Parent Conversations	CST, MATH Quarterly Assessments, Common Formative Assessments (CFAs), Math report card grades, SST, COST	15%	13%
4	% of all students scoring Prof or Adv	61%	64%	67%	RTII / universal access for Math, Problem Solving Strategies, Gradual Release, Enrichment activities during Collaborative studies, individual assistance, 1-on-1 conferring,	CST, MATH Quarterly Assessments, CFAs, MATH report card grades, RTII, SST, COST	70%	73%

					Parent Conversations			
	<i>English Learners</i>	40%	61%	64%	RTII / universal access for Math, Problem Solving Strategies, SDAIE/SIOP, Gradual Release, Enrichment activities during Collaborative studies, individual assistance, 1- on-1 conferring, Parent Conversations	CST, MATH Quarterly Assessments, CFAs, MATH report card grades, RTII, SST, COST, LAT	67%	70%
	<i>Special Education</i>	29.6%	30.7%	32%			32.5%	33%
	<i>African American</i>							
	<i>Latino</i>	60%	61%	64%	RTII / universal access for Math, Problem Solving Strategies, Gradual Release, Enrichment activities during Collaborative studies, individual assistance	CST, MATH Quarterly Assessments, CFAs, MATH report card grades, RTII, SST, COST	67%	70%
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>	59.5%	60.5%	64%	RTII / universal access for Math, Problem Solving Strategies,	CST, MATH Quarterly Assessments, CFAs, MATH report card grades, RTII, SST, COST	67%	70%

	<i>Economically Disadv.</i>	59.5%	60.5%	64%	RTII / universal access for Math, Problem Solving Strategies, Gradual Release, Enrichment activities during Collaborative studies, individual assistance	CST, MATH Quarterly Assessments, CFAs, MATH report card grades, RTII, SST, COST	67%	70%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	22%	16.5%	21%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, ELD time, CELDT prep, Individual assistance, Gradual release, thinking maps, 1-on-1 conferring, Parent Conversations, SDAIE/SIOP	Number of reclassified students, CST, Literacy Periodic Assessments (LPA), CELDT, Common Formative Assessments (CFAs), ELA report card grades, SST, COST, LAT	24%	27%
8	% EL Students Scoring Proficient on CELDT	57%	52%	58%	RTII/Universal Access, Readers' & Writers' Workshop, collaborative studies, ELD time, Individual assistance, Gradual release, thinking maps, 1-on-1 conferring, Parent	Number of reclassified students, CST, Literacy Periodic Assessments (LPA), CELDT, Common Formative Assessments (CFAs), ELA report card grades, SST, COST, LAT	63%	68%

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 Students	96%	96.6%	96.7%	Classroom & school incentives phone calls, home visits, PSA, Outreach counselor, SST, COST	Attendance data, absences & tardies, SST, COST, ACT meetings, SART, SARB	96.8%	96.9%
14	Attendance Rate for All Staff	95%	96.05%	96.2%	Incentives, team building to motivate teacher	Attendance data	96.4%	96.6%
15	Number of Suspensions	71	40	35	Connect Ed, welcoming environment, 1-on-1 w/families, home visits	Suspension data, office referrals,	30	25
16	School Experience Survey: % Parents Participating	36.8%	23.4%	26%	Connect Ed, welcoming environment, 1-on-1 w/families, written invitations, posters, beginning of the year orientation, conferences	Number of volunteers, number of attendees at workshops and conferences, District Data of surveys	29%	34%

**Public School Choice 3.0
Performance Plan**

					conferences			
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	90.8%	91.7%	92%	Welcoming environment, 1-on-1 w/families, written invitations, posters, beginning of the year orientation, conferences	Data on School Survey, Number of parents attending meetings, number of volunteers	93%	94%
18	<i>Culture or Mission-Specific Indicator- BILINGUAL PROGRAM</i>			STS- Prof/Adv 25%	Target Spanish Instruction, Workshops in Spanish, Content areas in Spanish,	STS, Literacy Spanish Periodic Assessments, CFAs in Spanish, Spanish portfolios	28%	32%
19	<i>Culture or Mission-Specific Indicator- WHOLE CHILD</i>				High attendance rate, less office referrals, Higher CST %			
20	<i>Culture or Mission-Specific Indicator- EARLY EDUCATION</i>			4-early education classes	0-5 yr olds attending classes	4 early education classes, 0-5 yr olds attending classes	5	6

Michael Blount

Design Team Name

November 17, 2011

Date

Michael Blount

Applicant Team Representative Signature

Quena Lopez

Local District Superintendent Signature

April 2011

APPENDIX Q**Summary of Parent/Community Meetings**

Parent/Community Meetings were held on the following days/times. Agendas and sign-ins are available upon request.

Date	Location	Time
November 9, 2011	Miles Children's Cafeteria	1:30 p.m. – 2:15 p.m.
October 26, 2011	Miles Children's Cafeteria	1:30 p.m. – 2:15 p.m.
October 12, 2011	Miles Avenue Auditorium	2:20 p.m. – 2:20 p.m.
September 20, 2011	Hope Street Elementary School	4:00 p.m.
July 28, 2011	Salt Lake Park, Huntington Park	6:30 p.m. – 7:30 p.m.
July 12, 2011	Salt Lake Park, Huntington Park	7:00 p.m. – 8:30 p.m.
June 21, 2011	Woman's League of Huntington Park, Salt Lake Park	7:00 p.m. – 8:30 p.m.

In addition to the above meetings, a member of the design team also presented during the Public School Choice 3.0 community meetings held Gage Middle School during spring 2011.

Waiver Identification Form

School Site: SRES #5 LUCILLE ROYALBAL-ALLARD

Proposed School/Design Team Name: ACADEMIA DE LAS AMERICAS

Proposed Governance Model (mark all that apply):

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

Waiver Request:

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

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

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

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

Approval Signature:

Principal/Administrator/Team Leader: Michael Bloomer Date: February 3, 2012

UTLA Chapter Chair/Rep: Janis Gray Date: February 3, 2012

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

Date: February 3, 2012

School/Office: SRES #5 LUCILLE ROYALBAL-ALLARD **Local District/Division:** 6

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
 Section 1B-10

Waiver Description: (Describe the actions that require a waiver)
 #10 and #11 Selection of grade level chairs for first year

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

We understand that the type of school will be determined in the spring of 2013 when the full staff is in place but we also need to have a framework for structuring the school during the first year of implementation. In order to be successful at the new school, we have studied the top performing countries in the world and have found these truths to align tightly with our vision and instructional plan:

In addition to the agreed upon LAUSD/UTLA Local School Empowerment Initiative of 2011 MOU we are asking for a waiver for LIS #10 because we think it is extremely important to have a member of the design team act as the grade level chairs the first year of operation. The new Principal must distribute leadership to establish effective professional learning communities in each grade level because of the wide range of responsibilities necessary to open a new school. The first year's assignment is based on students' needs, teacher's prior success at that grade level and other Design Team determinations. In addition to the instruction aspects of our plan it is important that each grade level have someone who understands the design and implementation structure of the RtI and Collaborative Studies/Individualized Assistance, which we believe, is a critical aspect of ensuring the success of every student. The Design Team, which includes three Special Education teachers, took into consideration the needs of all students, including all significant subgroups. These Special Education teachers are integral to our inclusion and intervention plans and will assume LRA's RSP and SDC leadership positions. The short timeline between the decision about who will operate the school and the early start date will require everyone on the design team to take an active leadership role in helping the new staff members understand the school instructional goals and the rationale for choosing them. Staff members must acclimate to the school's Mission and Vision to ensure that LRA will achieve all the instructional and social/emotional goals stated in this plan.

Requesting Administrator's Approval:

Michael Blount
Principal/Administrator / Team Leader

February 3, 2012

Date

Ruena Lopez
Local District Supt/Division Head/Designee

February 3, 2012

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