

APPENDIX

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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):

Local District 1/UTLA

Address:

6621 Balboa Blvd. Van Nuys, CA 91406

Phone Number:

818-654-3600

Website (if applicable)

www.lausd.k12.ca.us/district1

Email Address:

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

Valley Region ES 13

Grade configuration of your school:

PreK-5

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. 9/8/12 - 6/26/13

2. 12/20/12 - 1/7/13


3. 3/11/13 - 4/7/13

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Marla Mondheim		818-654-3627	Marla.mondheim@lausd.net	LD 1
2. Roger Wilcox		818-908-1287	rwilcox@lausd.net	Burton ES
3. Tracy Curd		818-908-1287	Tlc1228@lausd.net	Burton ES
4. Cassandra Ziskind		818-654-3717	Cfz3028@lausd.net	LD1



PUBLIC SCHOOL CHOICE MOTION

5. Brenda Fernandez		818-785-8683	bferna3@lausd.net	Valerio ES
6. Cheryl Mueller		818-718-7332	cherie.mueller@sbcglobal.net	LASDI
7. Jina Virtue		818-654-3658	Jina.virtue@lausd.net	LD1
8. Barbara Charness		818-400-1896	bjcharness@aol.com	CSUN
9. Evelyn Mahmud		818-654-3600	evelyn.mahmud@lausd.net	LD1
10. Gregg Solkovits		213-368-6267	gsolkovits@utla.net	UTLA
11. Linda Del Cueto		818-654-3600	Linda.delcueto@lausd.net	LD1

(Please add lines and pages as necessary)



PSC 3.0

Commitments and Expectations Form

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

We agree to:

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



PSC 3.0 Commitments and Expectations Form

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

Applicant Team Name/Organization	Local District 1/UTLA
Name of Team Representative	Linda Del Cueto
Signature of Team Representative	<i>Linda Del Cueto</i>

Design Team Member Name	Signature
Marla Mondheim	<i>Marla Mondheim</i>
Roger Wilcox	<i>Roger Wilcox</i>
Tracy Curd	<i>Tracy Curd</i>
Brenda Fernandez	<i>Brenda Fernandez</i>
Cassandra Ziskind	<i>Cassandra Ziskind</i>
Jina Virtue	<i>Jina Virtue</i>
Cheryl Mueller	<i>Cheryl Mueller</i>
Evelyn Mahmud	<i>Evelyn Mahmud</i>
Barbara Charness	<i>Barbara Charness</i>
Gregg Solkovits	<i>Gregg Solkovits</i>
Linda Del Cueto	<i>Linda Del Cueto</i>

ASSURANCES FORM

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

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

Name of School VRES #13 Name of Applicant Group/Applicant Team Local District 1/UTLA

Lead Applicant Linda Del Cueto Title of Lead Applicant Superintendent, Local District 1

Mailing Address 6621 Balboa Blvd – Van Nuys, CA 91406

Phone Number 818-654-3600 Fax Number 818-881-6728

Email Address Linda.delcueto@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.*

x 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.

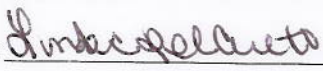
If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for 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 Linda Del Cueto Title of Lead Applicant Superintendent, Local District 1

Signature of Lead Applicant  Date 11/9/11

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.*

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

1
VRES #13

	3			4														Performance													
	Demographic		Size	Ethnicity				Other Groups			API		CST Proficiency										Others								
	% 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	
2	Local District 1																														
	Relief/Feeder Schools:																														
	Burton Elementary	624	1%	92%	5%	2%	100%	52%	11%	802	105	50%	8%	68%	10%	54%	64%	44%	64%	50%	68%	50%	68%	50%	68%	31%	13%	20%	***	***	***
	Noble Elementary	1,135	28%	92%	5%	1%	100%	65%	9%	754	94	40%	4%	52%	5%	30%	49%	35%	50%	40%	52%	38%	38%	51%	62%	7%	24%	***	***	***	***
	Panorama City Elementary	761	1%	94%	3%	1%	100%	53%	10%	684	29	28%	2%	40%	3%	8%	23%	21%	35%	28%	40%	26%	38%	***	***	9%	8%	***	***	***	***
	Valerio Elementary	723	3%	89%	3%	3%	100%	46%	14%	723	-5	38%	0%	47%	1%	18%	28%	31%	43%	37%	47%	37%	46%	39%	33%	18%	20%	***	***	***	***
	Additional Local Elementary Schools:																														
	Ranchito	541	2%	79%	10%	10%	86%	43%	11%	795	105	50%	7%	65%	4%	26%	34%	37%	56%	50%	65%	47%	60%	***	***	9%	9%	***	***	***	***
	Chase	766	1%	88%	7%	3%	87%	56%	11%	717	40	36%	5%	46%	2%	25%	17%	28%	41%	35%	43%	33%	43%	***	***	2%	8%	***	***	***	***
	Langdon	579	2%	97%	1%	0%	100%	79%	11%	660	30	22%	5%	37%	8%	6%	22%	20%	36%	22%	37%	21%	36%	***	***	7%	4%	***	***	***	***
	Plummer	741	3%	85%	9%	2%	100%	64%	11%	811	153	53%	2%	64%	69%	33%	47%	48%	61%	53%	64%	51%	62%	82%	64%	30%	30%	***	***	***	***

INSTRUCTIONS

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

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

Public School Choice 3.0 Performance Plan

PSC School Site: VRES#13

Design Team Name: Local District 1

	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	67%	36%	33%	For all FBB/BB students, a focused and strategic data – based instructional plan will be implemented using good first teaching, core materials and ancillary District approved intervention materials. Use of specific teaching strategies: •21 st Century skills instruction •Project-based learning •T.E.A.M.S strategies •Writing Across the Curriculum •Arts-Infused Curriculum to engage students through multiple intelligence modalities. •Accountable Talk •Use of technology in instruction Intervention Strategies: •Tutoring •RTI tiered intervention •Small group and direct instruction •After school and summer intervention programs	<ul style="list-style-type: none"> •Standards-based assessments •Periodic Assessments •Core K-12 assessments •Teacher-designed assessments •Report card grades •Student-led Conferences •Rubrics •Writing Across the Curriculum •Project-Based Learning •Performance-based assessments •Increased participation in intervention opportunities 	30%	27%
	<i>English Learners</i>	22%	27%	22%	<ul style="list-style-type: none"> •“Access to core” using LAUSD lesson templates •Use of SDAIE strategies; thinking maps, think/pair/share, visualization; numbered heads •Bilingual para-educators and primary language supplemental materials •Increased parental involvement, functioning ELAC and parent center with bilingual staff •Writing across the curriculum •CRRE strategies infused into instruction •Learning Center for small group instruction •Rtl Intervention Strategies •Community outreach to increase parental participation in school activities 	<ul style="list-style-type: none"> •Monitor student progress toward reclassification •Performance-based assessments: exhibitions, oral and written reports and presentations, projects •Increased number of students reaching proficiency on CELDT •Increased parent participation in school activities and Parent Center education classes 	20%	18%
	<i>Special Education</i>	9%	7%	6%	<ul style="list-style-type: none"> •Ensure FAPE in least restrictive environment •Maintain compliance with all 	<ul style="list-style-type: none"> •Student progress in meeting IEP goals 	5%	5%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					special education timelines •Prepare and conduct IEP's •Ongoing PD training and collaboration time for staff in <ul style="list-style-type: none"> ➤ Differentiated instruction ➤ Progress monitoring ➤ Behavior management ➤ Co-teaching •Implement modifications and accommodations identified in IEP •Co-teaching (RSP and/or SDC teachers with general ed. teachers)	•Increase in percentage of instructional time in gen. ed. classes; decrease in amount of special ed. support required by students		
	<i>African American</i>	2%	1%	1%	•Use of CRRE and SDAIE strategies •Use of SEL strategies •Strong focus on development of academic vocabulary •On-going training of staff in cultural awareness and language training •Cooperative learning •Small group instruction	•See measures for all FBB/BB students	1%	1%
	<i>Latino</i>	36%	32%	26%	•See all FBB/BB above •Strong focus on development of academic vocabulary •Cooperative learning •Small group instruction	•See all FBB/BB above	23%	21%
	<i>White</i>	2%	.9%	.8%	•See all FBB/BB above •Community outreach to increase parental participation in school activities and parent education classes •Strong focus on development of academic vocabulary •Cooperative learning •Small group instruction	•See all FBB/BB above •Increased attendance rate •Increased parent participation in school activities	.8%	.8%
	<i>Asian</i>	2%	.6%	.6%	•See all FBB/BB above •Strong focus on development of academic vocabulary •Cooperative learning •Small group instruction	•See all FBB/BB above	.6%	.6%
	<i>Economically Disadvantaged</i>	38	34%	27%	•See all FBB/BB above •Referrals for health and counseling services at school and community-based organizations	•See all FBB/BB above	25%	23%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
2	% of all students scoring Prof or Adv	24%	41%	57%	<ul style="list-style-type: none"> •For all Prof. or Adv. students, a focused and strategic data – based instructional plan will be implemented using good first teaching, core materials and ancillary enrichment materials. Use of specific teaching strategies: <ul style="list-style-type: none"> •21st Century skills instruction •Project-based learning •T.E.A.M.S strategies •Writing Across the Curriculum •Arts-Infused Curriculum to engage students through multiple intelligence modalities. •Performance Based evaluation and assessments •After school and summer enrichment programs 	<ul style="list-style-type: none"> •Standards-based assessments •Periodic Assessments •Core K-12 assessments •Teacher-designed assessments •Report card grades •Student-led Conferences •Student self-reflection and progress-monitoring •Rubrics •Writing Across the Curriculum •Digital Portfolios •Project-Based Learning •Performance-based assessments 	63%	69%
	<i>English Learners</i>	16%	33%	40%	<ul style="list-style-type: none"> •“Access to core” using LAUSD lesson templates •Use of SDAIE strategies; thinking maps, think/pair/share, visualization; numbered heads •Bilingual para-educators and primary language supplemental materials •Increased parental involvement, functioning ELAC and parent center with bilingual staff •CRRE strategies infused into instruction •Rtl Intervention Strategies 	<ul style="list-style-type: none"> •See all Prof./Adv. Above •Monitor student progress toward reclassification •Increased number of students reaching proficiency on CELDT •Increased number of EL’s enrolled in GATE program •Increased parent participation at school activities 	44%	48%
	<i>Special Education</i>	17%	28%	36%	<ul style="list-style-type: none"> •Ensure FAPE in least restrictive environment •Maintain compliance with all special education timelines •Prepare and conduct IEP’s •Mainstream students as appropriate •Ongoing PD training and collaboration time for staff in <ul style="list-style-type: none"> ➢ Differentiated instruction ➢ Progress monitoring ➢ Behavior management ➢ Co-teaching •Implement modifications and accommodations identified in IEP •Co-teaching 	<ul style="list-style-type: none"> •Student progress in meeting IEP goals •Increase in percentage of instructional time in gen. ed. classes; decrease in amount of special ed. support required by students •Increased attendance rate 	39%	42%
	<i>African</i>	21%	50%	55%	<ul style="list-style-type: none"> •See all Prof./Adv. strategies 	See all Prof./Adv.	61%	67%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>American</i>				above •Continued use of CRRE and SEL strategies	strategies above		
	<i>Latino</i>	36%	38%	75%	•See all Prof./Adv. strategies above •Continued use of CRRE and SEL strategies	See all Prof./Adv. strategies above	83%	91%
	<i>White</i>	26%	58%	75%	See all Prof./Adv. strategies above	See all Prof./Adv. strategies above	83%	91%
	<i>Asian</i>	10%	44%	67%	•See all Prof./Adv. strategies above	See all Prof./Adv. strategies above	74%	81%
	<i>Economically Disadv.</i>	43%	39%	67%	•See all Prof./Adv. strategies above •Continued use of CRRE and SEL strategies •Referrals for health and counseling services at school and community-based organizations as needed	See all Prof./Adv. strategies above	74%	81%
CST MATH								
3	% of all students scoring FBB/BB	39%	28%	18%	For all FBB/BB students, a focused and strategic data – based instructional plan will be implemented using good first teaching, core materials and ancillary District approved intervention materials. Use of specific teaching strategies: •21 st Century skills instruction •Project-based learning •T.E.A.M.S strategies •Writing Across the Curriculum •Arts-Infused Curriculum to engage students through multiple intelligence modalities. •Use of math manipulatives for concrete understanding of concepts Intervention Strategies: •Tutoring •RTI tiered intervention •Small group and direct instruction •Each one-Reach one mentoring •Performance Based evaluation and assessments •Data Driven Accountability Program for students and teachers •After school and summer	•Standards-based assessments •Periodic Assessments •Core K-12 assessments •Teacher-designed assessments •Report card grades •Student-led Conferences •Student self-reflection and progress-monitoring •Rubrics •Writing Across the Curriculum •Digital Portfolios •Project-Based Learning •Performance-based assessments •Increased participation in intervention opportunities •Increased attendance rate •Reduced rate of discipline referrals	15%	14%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					intervention programs			
	<i>English Learners</i>	35%	19%	15%	<ul style="list-style-type: none"> • "Access to core" using LAUSD lesson templates • Use of SDAIE strategies; thinking maps, think/pair/share, visualization; numbered heads • Bilingual para-educators and primary language supplemental materials • Increased parental involvement, functioning ELAC and parent center with bilingual staff • Learning Center for small group instruction • RtI Intervention Strategies • Community outreach to increase parental participation in school activities 	<ul style="list-style-type: none"> • Monitor student progress toward reclassification • Performance-based assessments: exhibitions, oral and written reports and presentations, projects • Increased number of students reaching proficiency on CELDT • Increased attendance rate • Increased parent participation in school activities and Parent Center education classes 	14%	12%
	<i>Special Education</i>	20%	4%	3.1%	<ul style="list-style-type: none"> • Ensure FAPE in least restrictive environment • Maintain compliance with all special education timelines • Prepare and conduct IEP's • Mainstream students • Implement modifications and accommodations identified in IEP • Co-teaching (RSP and/or SDC teachers with general ed. teachers) 	<ul style="list-style-type: none"> • Student progress in meeting IEP goals • Increase in percentage of instructional time in gen. ed. classes; decrease in amount of special ed. support required by students • Increased attendance rate 	3%	3%
	<i>African American</i>	21%	1%	1%	<ul style="list-style-type: none"> • Use of CRRE and SDAIE strategies • Use of SEL strategies • Strong focus on development of academic vocabulary • On-going training of staff in cultural awareness • Collaborative teaching education classes • Cooperative learning • Small group instruction 	<ul style="list-style-type: none"> • See measures for all FBB/BB students • Increased attendance rate • Increased parent participation in school activities 	1%	1%
	<i>Latino</i>	28%	23%	19%	• See all FBB/BB above	• See all FBB/BB above	17%	15%
	<i>White</i>	18%	.3%	.3%	• See all FBB/BB above	• See all FBB/BB above	.3%	.3%
	<i>Asian</i>	10%	.6%	.6%	• See all FBB/BB above	• See all FBB/BB above	.6%	.6%
	<i>Economically Disadv.</i>	35%	22%	18%	• See all FBB/BB above	• See all FBB/BB above	16%	15%
4	% of all students scoring Prof or Adv	50%	62%	68%	For all Prof. or Adv. students, a focused and strategic data – based instructional plan will be implemented using good first	<ul style="list-style-type: none"> • Standards-based assessments • Periodic Assessments • Core K-12 assessments 	75%	83%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					teaching, core materials and ancillary enrichment materials. Use of specific teaching strategies: <ul style="list-style-type: none"> •21st Century skills instruction •Project-based learning •T.E.A.M.S strategies •Writing Across the Curriculum •Arts-Infused Curriculum to engage students through multiple intelligence modalities. •Accountable Talk •Use of technology in instruction •Small group and direct instruction •Accelerated learning opportunities •Use of Depth and Complexity strategies •Performance Based evaluation and assessments •On-going progress-monitoring of attendance, attitude, and academic achievement. •After school and summer enrichment programs 	<ul style="list-style-type: none"> •Teacher-designed assessments •Report card grades •Student-led Conferences •Student self-reflection and progress-monitoring •Rubrics •Writing Across the Curriculum •Digital Portfolios •Project-Based Learning •Performance-based assessments •Increased identification of GATE students •Increased attendance rate •Reduced rate of discipline referrals •Standards-based assessments 		
	<i>English Learners</i>	33%	47%	57%	<ul style="list-style-type: none"> •“Access to core” using LAUSD lesson templates •Use of SDAIE strategies; thinking maps, think/pair/share, visualization; numbered heads •Bilingual para-educators and primary language supplemental materials •Writing Across the Curriculum •CRRE strategies infused into instruction •Rtl Intervention Strategies 	<ul style="list-style-type: none"> •See all Prof./Adv. Above •Monitor student progress toward reclassification •Increased number of students reaching proficiency on CELDT •Increased number of EL’s enrolled in GATE program 	63%	69%
	<i>Special Education</i>	28%	38%	46%	<ul style="list-style-type: none"> •Ensure FAPE in least restrictive environment •Maintain compliance with all special education timelines •Prepare and conduct IEP’s •Mainstream students as appropriate •Ongoing PD training and collaboration time for staff in <ul style="list-style-type: none"> ➢ Differentiated instruction ➢ Progress monitoring ➢ Behavior management ➢ Co-teaching •Implement modifications and 	<ul style="list-style-type: none"> •Student progress in meeting IEP goals •Increase in percentage of instructional time in gen. ed. classes; decrease in amount of special ed. support required by students •Increased attendance rate •Increased parent participation in school 	51%	56%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>African American</i>	15%	21%	25%	accommodations identified in IEP •See all Prof./Adv. strategies above •Continued use of CRRE and SEL strategies	activities See all Prof./Adv. strategies above	28%	31%
	<i>Latino</i>	49%	61%	73%	•See all Prof./Adv. strategies above •Continued use of CRRE strategies	See all Prof./Adv. strategies above	80%	88%
	<i>White</i>	30%	63%	76%	•See all Prof./Adv. strategies above	See all Prof./Adv. strategies above	84%	92%
	<i>Asian</i>	14%	34%	41%	•See all Prof./Adv. strategies above •Continued use of CRRE strategies	See all Prof./Adv. strategies above	45%	50%
	<i>Economically Disadv.</i>	50%	62%	75%	•See all Prof./Adv. strategies above	See all Prof./Adv. strategies above	83%	91%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	15%	11%	24%	<ul style="list-style-type: none"> •“Access to core” using LAUSD lesson templates •Use of SDAIE strategies; thinking maps, think/pair/share, visualization; numbered heads •Bilingual para-educators and primary language supplemental materials •Increased parental involvement, functioning ELAC and parent center with bilingual staff •Writing Across the Curriculum •CRRE strategies infused into instruction •Rtl Intervention Strategies: •English language and basic math classes for parents •Inform parents and students of the need to reclassify 	<ul style="list-style-type: none"> •Monitor student progress toward reclassification •Performance-based assessments: exhibitions, oral and written reports and presentations, projects •Increased number of students reaching proficiency on CELDT •Increased attendance rate •Increased parent participation in school activities and Parent Center education classes 	27%	30%
8	% EL Students Scoring Proficient on CELDT	53%	48%	54%	<ul style="list-style-type: none"> •Use of specialized materials to prepare students for CELDT •Monitor ELD progress and writing skills •On-going review of ELD portfolios by teachers and Categorical Programs Adviser •Additionally, see above reclassification strategies 	See above reclassification strategies Increased number of students making progress in ELD levels per semester and annually	59%	65%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate				N/A			
10	CAHSEE Pass Rate (10 th grade)				N/A			

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
11	% Students In A-G Courses Receiving Grade of C or Higher				N/A			
12	% Graduates Meeting A-G Req.				N/A			
RETENTION RATE (high schools only)								
	# First Time 9th Graders				N/A			
	% Retained 9 th Graders				N/A			
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	96%	96%	97%	Personalized Learning Community Structure Use of specific teaching strategies: <ul style="list-style-type: none"> •21st Century skills instruction •Project-based learning •T.E.A.M.S strategies •Writing Across the Curriculum •Arts-Infused Curriculum to engage students through multiple intelligence modalities. •Accountable Talk •Use of technology in instruction Intervention Strategies: <ul style="list-style-type: none"> •Tutoring •RTI tiered intervention •Small group and direct instruction •Each one-Reach one mentoring •Community outreach to increase parental participation in school activities •On-going progress-monitoring of attendance, attitude, and academic achievement •After school and summer intervention and enrichment programs 	Attendance Records Student Surveys Increased attendance rate Increased parent participation in school activities and Parent Center education classes	97%	98%
14	Attendance Rate for All Staff	96%	96%	96%	<ul style="list-style-type: none"> •Regular celebrations of appreciation for all staff •Communicate regularly and efficiently •Provide opportunities for team building and collaboration •Encourage staff to participate in community projects and school celebrations •Insure essential needs for job performance are met •Provide appropriate PD. •Respect staff expertise 	<ul style="list-style-type: none"> •Improved staff attendance rate •Increase participation of staff in school and community celebrations 	96%	97%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					•Encourage and provide leadership opportunities for staff			
15	Number of Suspensions	1.2	.6	1	<ul style="list-style-type: none"> •Personal Learning Community Structure •COST (Coordination of Student Services Team) meetings •Rtl strategies •Safe School Plan •Each One-Reach One 	<ul style="list-style-type: none"> •Discipline Records •Decrease number of student behavior referrals •Increased rate of attendance 	1	1
16	School Experience Survey: % Parents Participating	37%	44%	45%	<ul style="list-style-type: none"> •Clearly explain purpose at parent meetings, parent conferences, in school newsletter •Offer assistance in filling out survey in Parent Center and PCCP 	<ul style="list-style-type: none"> •Increased rate of parents completing survey 	50%	55%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	94%	94%	96%	<ul style="list-style-type: none"> •Project-based learning presentations •Student-led Conferences •Parent Center and PCCP classes •Parent Councils- SSC, ELAC, CEAC, ESBMM •Community Cultural Events •Student Art Exhibitions •Parent Volunteer Program •School Website access •School newsletter in home language 	<ul style="list-style-type: none"> •Parent Surveys •Open House and Back-to-School Night Attendance •Parent Council Attendance records •Parent Volunteer rate •School website interaction •Parent Conferences attendance rate 	97%	98%
18	Percentage of students who feel safe at school	89%	88%	92%	<ul style="list-style-type: none"> •Safe Passage program •Clearly articulated Safe School Plan •No bullying policy enforced •Teacher and older student mentors •Neighborhood watch program/liaison with LAUSD-LAPD Gang Prevention department 	<ul style="list-style-type: none"> •Student surveys •Increased rate of attendance •Increased student achievement •Reduced rate of transiency •High rate of parent involvement in school 	97%	98%
19	Percentage of parents who feel welcome at the school	94%	95%	97%	<ul style="list-style-type: none"> •Parent Orientations to school and new grade level expectations •Celebrations of student cultures •PCCP and School Parent Center involvement/classes •School Newsletter •Parent-Friendly School Website •Student Presentations •Parent Conferences •Parent Volunteer Program •Family visits to local colleges •Family Math, Science Nights 	<ul style="list-style-type: none"> •Parent Surveys •Open House and Back-to-School Night Attendance •Parent Center attendance •Parent Conference attendance •Parent volunteer rate •Parent participation in school activities •Parent use of website 	98%	99%

Local District 1

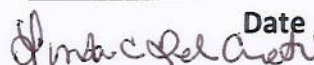
Design Team Name



Applicant Team Representative Signature

November 14, 2011

Date



Local District Superintendent Signature

Waiver Identification Form

School Site: VRES #13

Proposed School/Design Team Name: Local District 1

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 checked="" type="checkbox"/> Mutual consent requirement for employees |
| <input type="checkbox"/> Teacher assignments* | <input 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: Maria Mondheim Date: 1/20/12

UTLA Chapter Chair/Rep: Meggy Solkowitz Date: 1/20/2012

VRES13 Sample Daily Bell Schedule

Teacher On-Site Obligation: 7:50 – 2:45 pm

REGULAR DAY

Warning Bell 8:03 am

Instruction Begins 8:08 am

Recess:

Kindergarten 9:40 – 10:00 am

Grades 1, 4 9:50 – 10:10 am

Grades 2, 3, 10:10 – 10:30 am

Grades 5 10:30 – 10:50 am

Lunch: a full 40 minutes lunch period (minimum)

Kindergarten 11:20 – 12:05 pm

Grades 1, 4 11:50 – 12:35 pm

Grades 2, 3, 12:15 – 1:00 pm

Grades 5 12:40 – 1:25 pm

EARLY EDUCATION

AM Class 8:15 – 10:35 am

PM Class 11:15 – 1:35 pm

Dismissal: 2:35 pm (1:35 on Tuesdays)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
—PRINCIPAL, ELEMENTARY SCHOOL

A. Job Purpose

Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to

Local District Superintendent or designee

C. Subordinates

Assistant Principal, Elementary School, as assigned; Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study approved for purposes of District/AALA Bargaining Agreement, Article IV, Section 3.0.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners. (Note that the culture requirement is automatically satisfied by meeting the multicultural education requirements listed above.)

For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of service in a certificated position(s) directly related to an instructional program covering grades Pre-K - 6, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

At least two years of successful service as an Assistant Principal, Elementary School.

NOTE: For definitions of years of service, refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, District policies and operating procedures, and negotiated contracts on elementary education.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade six (ages 3-13).
3. Capacity to lead, direct, and supervise teachers and staff.
4. Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
5. Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.
6. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.

7. Knowledge of and skill in effective budgetary processes and school finance.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to make formal, public presentations.
10. Ability to compose and comprehend written communication.
11. Ability to observe subordinates' activities.
12. Ability to travel to other sites/locations.
13. Mobility to traverse all areas of all work sites.
14. Mobility to respond quickly in an emergency situation.
15. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administration Credential
3. Standard or General Administration Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class

VRES13

Proposed Professional Development 2012-2013

Fall Semester Dates	Focus	Spring Semester Dates	Focus
9/11/12	PLC: School Wide Data Analysis CST data review-school wide trends, desegregated (significant sub-groups), Review students' prior year data using MyData or SIS Testing Roster,	2/5/13	Grade Level WAC Analysis of student work
9/18/12	PLC: Data Analysis Present Class to inform instructional practice Present Class roster, identify target students (subject specific), Portfolios-review; Initial class roster analysis and organizing students for instructional levels	2/12/13	School wide articulation of WAC Analysis of student work Focus on strengths and weaknesses across grade levels
9/25/12	Asset Building How to build relationships with our students?	2/19/13	School wide articulation of Math PA #2 (follow up from grade level planning)
10/2/12	Writing Across the Curriculum (W.A.C.): Identifying how we use writing through the curriculum Closing gaps	2/26/13	PLC– Articulation Session with Vista and PHS – Transition Programs; PBL
10/9/12	PLC – Grade Level Common level planning for W.A.C.	3/5/13	Project Based Learning/T.E.A.M.S.- 21 st Century Skills Plan and Design of project Develop Rubric
10/16/12	Project Based Learning/T.E.A.M.S.- 21 st Century Skills Plan and Design of project Develop Rubric	3/12/13	Project Based Learning/T.E.A.M.S.- 21 st Century Plan and Design of project Develop Rubric
10/23/12	Project Based Learning/T.E.A.M.S.- 21 st Century Plan and Design of project Develop Rubric	3/19/13	Project Based Learning/T.E.A.M.S.- 21 st Century Implementation of Lessons
10/30/12	PLC– Articulation Session with Vista and PHS – Vertical Data Analysis - Transitions	3/26/13	Spring Break
11/6/12	Grade Level WAC Analysis of student work	4/2/13	School Wide Articulation – Vista and PHS – Test Preparation
11/13/12	School wide articulation of WAC Analysis of student work Focus on strengths and weaknesses across grade levels	4/9/13	Grade Level Meeting –Content Areas: Standards-Based Planning T.E.A.M.S Integration

11/20/12	School wide articulation of Math PA #1 (follow up from grade level planning)	4/16/13	PLC-Differentiating for all students based on needs: GATE, ELL, Special Education, SEL
11/27/12	PLC—Vertical Articulation with Vista and PHS 21st Century Skills Development	4/23/13	PLC-Accommodations and Modification for students with special needs Reflection and refinement
12/4/12	PLC-Differentiating for all students based on needs: GATE, ELL, Special Education, SEL	4/30/13	School wide articulation of Math PA #2 (follow up from grade level planning)
12/11/12	Project Based Learning/T.E.A.M.S.- 21 st Century Plan and Design of project Develop Rubric	5/7/13	Grade Level Meeting –Content Areas: Standards-Based Planning T.E.A.M.S Integration
12/18/12	Grade Level Meeting –Content Areas: Standards-Based Planning T.E.A.M.S Integration	5/14/13	PLC-Supporting students with special needs Reflection and Refinement
1/8/13	School Wide Articulation Literacy PA #1	5/21/13	Articulation with VRES13 -Project Based Learning/T.E.A.M.S.- 21st Century – Culminating Activities
1/15/13	Articulation with Vista MS - Identifying pedagogy area based on needs from assessment – Lesson Design	5/28/13	PLC-Differentiating for all students based on needs: GATE, ELL, Special Education, SEL
1/22/13	W.A.C. Use of pedagogy for Lesson Design Future implementation	6/4/13	Grade Level Meeting –Content Areas: Standards-Based Planning T.E.A.M.S Integration
1/29/13	Project Based Learning/T.E.A.M.S.- 21 st Century Plan and Design of project Develop Rubric	6/11/13	Grade Level Meeting –Content Areas: Standards-Based Planning T.E.A.M.S Integration

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