



## 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):

Johnnie L. Cochran Jr. Middle School Faculty, Staff, & Community

**Address:**

4066 Johnnie L. Cochran Vista  
Los Angeles, CA 90019

**Phone Number:**

(323) 730-4300

**Website (if applicable)**

[www.cochranms.org](http://www.cochranms.org)

**Email Address:**

[luongd@gmail.com](mailto:luongd@gmail.com)

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

Cochran Middle School

**Grade configuration of your school:**

6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>

**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. 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. Same as LAUSD Track A Calendar

2. Same as LAUSD Track A Calendar

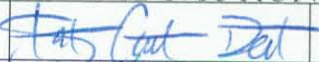

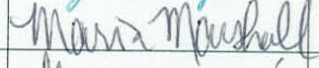

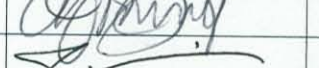
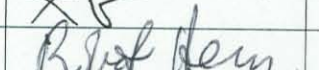
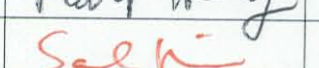

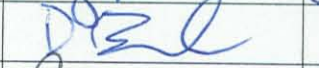




3. Same as LAUSD Track A Calendar

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Scott Schmerelson				
2. Don Luong		(949) 735-0680	<a href="mailto:luongd@gmail.com">luongd@gmail.com</a>	
3. Deanna Hardemion				
4. Fatemeh Rafi		323-730-4300	<a href="mailto:Fatemeh.Rafi@lausd.net">Fatemeh.Rafi@lausd.net</a>	Cochran MS



## PUBLIC SCHOOL CHOICE MOTION

5. Katrina Castellano Dent				
6. Kyle Hunsberger				
7. Maria Marshall				
8. Missaghiah Yaganagi				
9. Nury Arrivillaga				
10. Raul Olivas				
11. Robert Henry				
12. Saul Rivera				
13. Tyler Malotte		(323) 730-4326	TGM 0194	COCHRAN MS
14. Daniel Badiak				
15. Pamela Niles				
16. Olivia Cuarteron				
17. Carmen Brooks				
18. Monique Mims				
19. Monica Johnson				




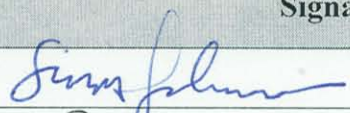


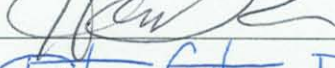


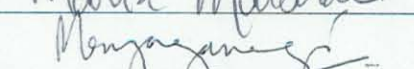
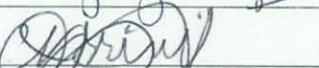
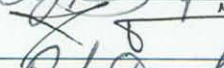
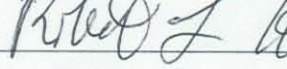



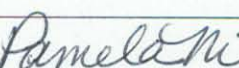



## PSC 3.0

### Commitments and Expectations Form

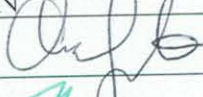


We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Johnnie L. Cochran Jr. Middle School Faculty, Staff, & Community
Name of Team Representative	Don Luong
Signature of Team Representative	

Design Team Member Name	Signature
Scott Schmerelson	
Don Luong	
Deanna Hardemion	
Fatemeh Rafi	
Katrina Castellano Dent	
Kyle Hunsberger	
Maria Marshall	
Missaghiah Yaganagi	
Nury Arrivillaga	
Raul Olivas	
Robert Henry	
Saul Rivera	
Tyler Malotte	
Daniel Badiak	
<del>Robert Henry</del>	
Pamela Niles	



## PUBLIC SCHOOL CHOICE MOTION

<b>Olivia Cuarteron</b>	
<b>Rustum Jacob</b>	
<b>Carmen Brooks</b>	
<b>Monique Mims</b>	
<b>Monica Johnson</b>	

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

1

NAME OF PSC SCHOOL: Cochran Middle School

	3 Demographic								4 Performance																				
	Size	Ethnicity				Other Groups			API		CST Proficiency												Others						
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009
2 Applicant Team Name																													
Charter School/Network Partner																													
School 1																													
School 2																													
Local District 3																													
Elementary, Middle, or High Schools																													
School-wide Teams																													
Cochran MS	1297	20	79	0.4	0.4	91	31	13	30	100	27	2	24	3	5	10	4	10	27	24	28	27	19	11	16	13			
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.

## **Principal Selection**

Effective leadership is needed to transform schools traditionally viewed as low performing. According to Northouse (2004), leadership is a process in which an individual influences and leads a group of individuals to achieve a common goal. Cochran MS seeks a principal who is intelligent, knowledgeable, and capable of ascertaining and meeting the needs of the school. Furthermore, the principal is called upon to be resourceful and to build capacity within the stakeholder groups. Most importantly, the principal must be a sound instructional leader who can optimize teaching and learning on campus to improve student proficiency in all content areas; culmination rates; staff and student attendance; parent and community engagement; and school safety. This person is an agent for change who possesses the skills to lead a dynamic learning institution.

Cochran MS is looking for a person who:

- establishes direction by supporting our school vision;
- understands the intricacies of financially managing an urban public school, including the variety of public and private funding sources;
- serves as a mediator between the district and the staff;
- sets strategies to achieve our school mission; · communicates clear goals;
- guides coalitions and teams; and
- empowers teams and coalitions to meet the needs of the school community.

As the leader of Cochran MS, the principal must support the faculty's instructional practices, especially since the most important variable in successful student learning is the classroom teacher. Strong leaders are never complacent; the principal is the agent facilitating the instruction of our students and leading the relationship with the community.

## Public School Choice 3.0 Performance Plan

PSC School Site: Cochran Middle School

Design Team Name: Cochran Middle School

	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
<b>CST ELA</b>								
<b>1</b>	% of all students scoring FBB/BB	41%	37%	35%	1, 2, 3, 4, 5, 9, 11 (applies to all subgroups below)	A, B, C (applies to all subgroups below)	31%	27%
	<i>English Learners</i>	72%	76%	74%	7		70%	66%
	<i>Special Education</i>	87%	81%	79%	6, 10		77%	73%
	<i>African American</i>	51%	42%	40%	6		36%	32%
	<i>Latino</i>	39%	36%	34%	6, 7, 9, 11		32%	28%
	<i>White</i>	-	-	-			n/a	n/a
	<i>Asian</i>	-	-	-			n/a	n/a
	<i>Economically Disadvantaged</i>	41%	37%	35%	6, 7, 9, 11		31%	27%
<b>2</b>	% of all students scoring Prof or Adv	25%	27%	30%	1, 2, 3, 4, 9, 11, 12, 13 (applies to all subgroups below)	A, B, C (applies to all subgroups below)	33%	36%
	<i>English Learners</i>	5%	4%	6%	7		10%	14%
	<i>Special Education</i>	4%	5%	7%	10		11%	15%
	<i>African American</i>	17%	19%	21%			25%	29%
	<i>Latino</i>	27%	28%	30%			34%	38%
	<i>White</i>	-	-	-				
	<i>Asian</i>	73%	-	-				
	<i>Economically Disadv.</i>	26%	27%	31%			35%	39%
<b>CST MATH</b>								



## 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
<b>3</b>	% of all students scoring FBB/BB	53%	51%	49%	1, 2, 3, 4, 5, 6	A, B, C (applies to all subgroups below)	47%	45%
	<i>English Learners</i>	73%	73%	71%	7, 8, 11		67%	63%
	<i>Special Education</i>	85%	83%	81%	10			
	<i>African American</i>	68%	66%	64%	11		60%	56%
	<i>Latino</i>	49%	48%	46%	11		42%	38%
	<i>White</i>	-	-	-	-		-	-
	<i>Asian</i>	-	-	-	-		-	-
	<i>Economically Disadv.</i>	53%	51%	49%	11		45%	41%
<b>4</b>	% of all students scoring Prof or Adv	21%	24%	26%	1, 2, 3, 4, 8, 11, 12, 13 (applies to all subgroups below)	A, B, C (applies to all subgroups below)	28%	30%
	<i>English Learners</i>	5%	10%	12%	7		16%	20%
	<i>Special Education</i>	3%	7%	9%	10		13%	17%
	<i>African American</i>	9%	11%	13%			17%	21%
	<i>Latino</i>	23%	27%	29%			33%	37%
	<i>White</i>		-	-			-	-
	<i>Asian</i>	87%	-	-			-	-
	<i>Economically Disadv.</i>	21%	24%	26%			30%	34%
<b>ENGLISH LEARNERS (EL)</b>								
<b>7</b>	Reclassification Rate	14%	13%	14%	1, 2, 3, 4, 5, 6, 7, 9, 11	A, B, C	16%	18%
<b>8</b>	% EL Students Scoring Proficient on CELDT	47%	46%	48%	1, 2, 3, 4, 5, 6, 7, 9, 11	A, B, C	50%	52%



## 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
<b>GRADUATION</b> (high schools only)								
9	Four Year Cohort Grad Rate							
10	CAHSEE Pass Rate (10 <sup>th</sup> grade)							
11	% Students In A-G Courses Receiving Grade of C or Higher							
12	% Graduates Meeting A-G Requirements							
<b>RETENTION RATE</b> (high schools only)								
	# First Time 9th Graders							
	% Retained 9 <sup>th</sup> Graders							
<b>CULTURE/CLIMATE &amp; MISSION-SPECIFIC</b>								
13	Attendance Rate for Students	94%	95%	96%	PSA counseling, perfect attendance rewards	Attendance records	97%	97%
14	Attendance Rate for All Staff	93%	94%	95%	Perfect attendance rewards	Attendance records	96%	96%
15	Number of Suspensions	13%	18%	16%		Suspension records	14%	12%
16	School Experience Survey: % Parents Participating	25%	8%	15%	Incentives for students and families for completing survey	School Experience Survey	25%	30%

## 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
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	95%	93%	95%	Parent workshops, classes, volunteer opportunities, participation in school-wide committees, Parent Center	School Experience Survey	96%	96%
18	<i>Students: "What we are learning takes a lot of thinking."</i>	81%	83%	85%	Project-based learning, good first teaching, rigorous curriculum, School for Advanced Studies, Honors	School Experience Survey	89%	93%
19	<i>Parents: "I talk with the teacher about my child's schoolwork."</i>	48%	64%	70%	Creating e-mail list, grade level orientations, parent conference night, "open door" policy	School Experience Survey	75%	80%
20	<i>Staff: "I am proud of this school"</i>	81%	86%	90%	Increase staff participation in committees,	School Experience Survey	95%	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
					decision making, events, programs			

\_\_\_\_Cochran Middle School\_\_\_\_  
**Design Team Name**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Applicant Team Representative Signature**

\_\_\_\_\_  
**Local District Superintendent Signature**

### Instructions

<b>1. % of Students Scoring FBB/BB 3. on CST (ELA and Math)</b>	<p>Number of students scoring Far Below Basic/Below Basic divided by the number of students tested.</p> <p>For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.</p>
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## Public School Choice 3.0 Performance Plan

<b>2.    % of Students Scoring P/Adv 4.    on CST (ELA and Math)</b>	<p>Number of students scoring Proficient or Advanced divided by the number of students tested.</p> <p>See Data Summary Sheet Boxes 3 and 4.</p>
<b>5.    Number of First Time 9<sup>th</sup> Graders</b>	<p>Number of first time 9<sup>th</sup> graders who enrolled at the beginning of the year. Do not include students repeating 9<sup>th</sup> grade.</p>
<b>6.    % Retained 9<sup>th</sup> Graders</b>	<p>Number of first time 9<sup>th</sup> graders who did not meet all credit requirements to advance to 10<sup>th</sup> grade status by the end of the school year.</p> <p>See School Report Card page 1.</p>
<b>7.    Reclassification Rate (EL)</b>	<p>Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year.</p> <p>See Data Summary Sheet Box 9.</p>
<b>8.    % EL Students Scoring Proficient on CELDT</b>	<p>Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested.</p> <p>See School Report Card page 4.</p>
<b>9.    Four Year Cohort Grad Rate</b>	<p>Number of students who graduated Spring 2010 school year divided by the number of first time 9<sup>th</sup> grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out.</p> <p>See School Report Card page 2.</p>
<b>10.   CAHSEE Pass Rate (10<sup>th</sup> grade)</b>	<p>Number of 10<sup>th</sup> grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10<sup>th</sup> grade students tested.</p> <p>See School Report Card page 1.</p>

## Public School Choice 3.0 Performance Plan

<b>11. % Students in A-G Courses Receiving Grade of C or Higher</b>	Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses.  See Data Summary Sheet.
<b>12. % Graduates Meeting A-G Requirements</b>	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort.  See School Report Card page 2.
<b>13. Attendance Rate for Students</b>	See Data Summary Sheet Box 10. Days present divided by days enrolled.
<b>14. Attendance Rate for All Staff</b>	See Data Summary Sheet Box 10.
<b>15. Number of Suspensions</b>	See Data Summary Sheet Box 10.
<b>16. School Experience Survey: % Parents Participating</b>	Available in School Experience Survey results. <a href="http://reportcardsurvey.lausd.net/surveys/reports.jsp">http://reportcardsurvey.lausd.net/surveys/reports.jsp</a>
<b>17. School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"</b>	Provide the overall percentage for the school.  Available in School Experience Survey results.
<b>18-20. Culture or Mission-Specific Indicators</b>	Design teams may add their own indicators.

### Strategies/Interventions (also outlined in Section B of PSC Plan)

1. Tutoring
2. SDAIE Strategies
3. AVID Strategies (Advanced organizers, Cornell Notes, Writing Inquiry Collaboration and Reading, etc.)
4. Academic Enrichment Elective (7<sup>th</sup> period)
5. Intervention classes
6. RTI2 (RTI2 Level 2, Read180, Language!, ALEKS, Jiji Math)
7. English as a Second Language (ESL)

## **Public School Choice 3.0 Performance Plan**

- 8. Mathematics Electives (Project-based learning, etc.)**
- 9. ELA Electives (Project-based learning, etc.)**
- 10. Modified Curriculum Development (MCD) (Special Day Classes, etc.)**
- 11. Culturally Relevant and Responsive Education (CRRE)**
- 12. School For Advanced Studies (SAS)**
- 13. Honors Courses**

### **Measures for Evaluating Success:**

- A. California Standards Test**
- B. Secondary Periodic Assessments**
- C. Teacher created assessments**



## **Professional Development Schedule**

(As determined by School-Based Leadership Team)

Every Tuesday will be a shortened day to allow for PD:

- 1st and 3rd Tuesdays - Content Data
- 2nd Tuesday - Intervention and Interdisciplinary team meetings
- 4th Tuesday - Teacher Teams/Workshops
- 5th Tuesday - School-wide PD based on school identified needs.

## **Bell Schedules**

### **Regular Bell Schedule**

Block 1	8:00-9:20 (80)		
Nutrition	9:20-9:35 (15)		
Block 2	9:40-11:00 (80)		
7 <sup>th</sup> /8 <sup>th</sup> Lunch	11:00-11:30 (30)	6 <sup>th</sup> Homeroom	11:05-11:40 (35)
7 <sup>th</sup> /8 <sup>th</sup> Homeroom	11:35-12:10 (35)	6 <sup>th</sup> Lunch	11:40-12:10 (30)
Block 3	12:15-1:35 (80)		
Block 4	1:40-3:00 (80)		

### **Tuesday Bell Shortened Day**

Block 1	8:00-9:20 (80)		
Nutrition	9:20-9:35 (15)		
Block 2	9:40-11:00 (80)		
7 <sup>th</sup> /8 <sup>th</sup> Lunch	11:00-11:30 (30)	6 <sup>th</sup> Homeroom	11:00-11:40 (35)
7 <sup>th</sup> /8 <sup>th</sup> Homeroom	11:35-12:10 (35)	6 <sup>th</sup> Lunch	11:40-12:10 (30)
Block 3	12:15-1:35 (80)		

### **First Day of Semester**

Homeroom	8:00-8:15 (15)		
Block 1	8:20-9:01 (41)		
Block 2	9:06-9:47 (41)		
Nutrition	9:47-10:02 (40)		
Block 3	10:07-10:47 (40)		
Block 4	10:52-11:32 (40)		
7 <sup>th</sup> /8 <sup>th</sup> Lunch	11:32-12:02 (30)	6 <sup>th</sup> Homeroom	11:37-12:12 (35)
7 <sup>th</sup> /8 <sup>th</sup> Homeroom	12:07-12:42 (35)	6 <sup>th</sup> Lunch	12:12-12:42 (30)
Block 5	12:47-1:28 (41)		
Block 6	1:33-2:14 (41)		
Block 7	2:19-3:00 (41)		

### **Minimum Day**

Block 1	8:00-8:51 (51)		
Block 2	8:56-9:47 (51)		
Block 3	9:52-10:43 (51)		
7 <sup>th</sup> /8 <sup>th</sup> Brunch	10:43-11:03 (20)	6 <sup>th</sup> Homeroom	10:48-11:13 (25)
7 <sup>th</sup> /8 <sup>th</sup> Homeroom	11:08-11:33 (25)	6 <sup>th</sup> Brunch	11:13-11:33 (20)
Block 4	11:38-12:40 (52)		

**Jonathon B. Good's Schedule**

<b>Period</b>	<b>Course</b>
<b>1</b>	<b>History</b>
<b>2</b>	<b>Math</b>
<b>3</b>	<b>English</b>
<b>4</b>	<b>Elective #1 (ESL/Reading180/MathLab/Elective)</b> These are the supplemental academic classes for certain students, higher achieving students will have an additional elective.
<b>5</b>	<b>Physical Education</b>
<b>6</b>	<b>Science</b>
<b>7</b>	<b>Elective #2</b> (Every student will have access to one "fun" and academic elective)
<b>Homeroom</b>	<b>Intervention</b>

**How will Jonathon B. Good's Schedule work?**

<b>Block</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Monday</b>	<b>Tuesday</b>
<b>1</b>	<b>Hist</b>	<b>P.E.</b>	<b>Hist</b>	<b>P.E.</b>	<b>Math</b>	<b>Sci</b>	<b>English</b>
<b>2</b>	<b>Math</b>	<b>Sci</b>	<b>Math</b>	<b>Sci</b>	<b>English</b>	<b>Elec #2</b>	<b>Elec #1</b>
HR	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention
<b>3</b>	<b>English</b>	<b>Elec #2</b>	<b>English</b>	<b>Elec #2</b>	<b>Elec #1</b>	<b>Hist</b>	<b>P.E.</b>
<b>4</b>	<b>Elective #1</b>		<b>Elec #1</b>	<b>Hist</b>	<b>P.E.</b>	<b>Math</b>	



**Teacher A's Schedule**

<b>Period</b>	<b>Course</b>
<b>1</b>	<b>Conference</b>
<b>2</b>	<b>English</b>
<b>3</b>	<b>Humanities</b>
<b>4</b>	<b>History</b>
<b>5</b>	<b>English</b>
<b>6</b>	<b>History</b>
<b>7</b>	<b>Your Elective</b>
<b>Homeroom</b>	<b>Intervention</b>

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>
<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>
<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>
<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>
<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>
<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>
<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>M</b>	<b>T</b>	<b>W</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>M</b>	<b>T</b>	<b>W</b>
<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>
<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>
<b>6</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>
<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>Conf</b>	<b>6</b>	<b>3</b>	<b>7</b>

In comparison with our current schedule, we will on average lose 12 minutes per week of conference time. I would like to add that we are ending school 2 minutes early. In addition, we have 25 additional minutes of passing time per week due to the addition of an extra period everyday.

## **Appendix C**

### ***Expectations for All Adult Staff Concerning the Enforcement of School Standards and Rules***

#### **SUGGESTIONS:**

1. All adult staff members should know all school rules and procedures as approved by the school leadership council.
2. Rules and policies are to be posted in every classroom.
3. All adult staff members are expected to enforce school rules and procedures at all times.
  - A. Homeroom teachers are expected to enforce grooming standards and to check for school supplies.
  - B. Teachers are expected to stand in their classroom doorways during passing periods in order to monitor the students.
  - C. Teachers should not issue hall passes during the first ten minutes of class period.
  - D. Do not send student outside the classroom without a pass and then only with discretion.
  - E. All adults are expected to serve as role models for the students.
4. Administrators are expected to:
  - A. Monitor staff
  - B. Provide guidance when necessary
  - C. Remind staff that these procedures are part of their adjunct duties.

## **COCHRAN MIDDLE SCHOOL**

**TOPIC:** Expectations for all adult staff concerning the enforcement of school standards and rules:

### **EXPECTATIONS:**

- All adults are expected to serve as role models for the students
- All adult staff members should know all school rules and procedures as described in the Mt. Vernon Middle School Discipline Plan.
- All adult staff members are expected to enforce school rules and procedures at all times.
- Every classroom will have posted a Mission Statement, classroom policies and classroom procedures for clear expectations of student behavior.
- Level 1 violations will be dealt with in the classroom by the classroom teacher. Students with Level 1 violations who are sent to the House counselor will be returned to class.
- Students with Level 2 violations will be sent to the House counselor with referral form and documentation of classroom teacher interventions. Referrals for students creating major disruptions in the classroom requiring immediate action will be dealt with immediately,
- Level 2 referrals for students whose behavior is not disrupting instruction and does not require his/her immediate removal from class, need to be submitted to the counselor for intervention to be scheduled at the counselor's discretion.
- House Administrators and counselors will meet informally on a daily basis to maintain an open line of communication which will identify students and situations which may need additional intervention.
- House Administrators and counselors will meet formally once a week to review the status of targeted students, strategize on additional behavior interventions, or move students from Level 2 to Level 3 intervention.

## **STANDARDS OF CONDUCT**

All students are expected to conduct themselves at all times in a manner that is representative of conduct expected at Mount Vernon Middle School.

- Roller-skates and skateboards are not permitted on campus. Bicycles are to be secured during the school day in the designated area.
- Radios, cassette players, CD/MP3 players, beepers, (cell phones during non-instructional time only,) water balloons and other items of distraction or of an obscene nature are not to be brought to school. The school is not responsible for these items.
- Tobacco, matches, lighters, firecrackers, sprays, stink bombs, drugs, alcohol, weapons or facsimiles (or items that can be used as a weapon) are prohibited. Possession of these items can result in arrest.
- Righting, threats, or harassment are not allowed.
- Acceptable language and conduct are expected both in the classroom and on the grounds (no bagging, name calling, or profanity). Show respect for other cultures.
- Defacing or destroying school or personal property will not be allowed. Felt markers and liquid white out are not allowed.
- Mount Vernon Middle School is a closed campus. Students are not permitted to leave without permission from the office. Visitors are not allowed on campus without the permission of the Principal or the Principal's designee. All visitors must have a visitor's pass.
- Food is to be eaten only in the lunch area. No food is allowed in buildings or in classrooms. All trash must be properly discarded.
- Running or horseplay on campus is not permitted.
- Students must remain within the assigned red-lined boundaries at nutrition, lunch and P.E.
- Students are expected to be in their assigned classes on time with required materials ready for work.
- Students are expected to follow directions given by any faculty or staff member.
- The Dress Code is to be followed at all times.
- A student may be arrested for illegally pulling a fire alarm.

## **DRESS CODE**

**Johnnie L. Cochran, Jr. Middle School has established a strict dress code policy.** The standards for dress and grooming will emphasize to the student body that this school is a place of business concerned about education of young people.

**The standards for ALL students include:**

1. White collared polo shirt or turtle neck.
2. All undershirts must be solid white.
3. Navy blue slacks or Bermuda shorts, culottes or skirts. NO denim jeans, sweats or other sports attire permitted and no sagging.
4. No initials or insignias on belt buckle.
5. Jackets or sweaters must be a solid color; navy, white, grey or black with no initials or insignias other than the school emblem.
6. Shoes must be enclosed for safety. No red shoes or laces are permitted.
7. No showy jewelry.
8. Caps, hats and bandanas or scarves are not permitted. Hoods are not to be worn on campus.

PE CLOTHES MAY NOT BE WORN UNDERNEATH SCHOOL UNIFORMS.
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## **DISCIPLINE POLICY AND PROCEDURES**

### **Examples of Level One Violations**

#### **Minor Classroom Disruptions**

Writing Notes	Passing Notes
Sitting in Wrong Seat	Leaning in Chair
Handling other's materials	Tardiness
Playing with materials	Chewing Gum
Possession of electronic devices	No absence slip
Personal grooming	Putting feet on furniture
Out of Seat	Food/Drink in classroom
Littering	Requests to use restroom/leave classroom
Talking while teacher is talking	Not listening
Running in class or hallway	

#### **Not Prepared for Learning**

Book not Covered	No Agenda Planner
Non-participation	Poor Attitude
Non-dress (PE)	Not following directions
No homework	Failure to bring materials
No effort to do work	

#### **Major Classroom Disruptions (First Offense)**

Cheating	Yelling Out
Excessive or loud talking	Talking back
Not responding to teacher directions	Rude remarks/behavior
Verbal harassment	Inappropriate comments

## **Teacher Strategies to Address Level One Behaviors**

### **Prevention**

- Be prompt in opening your classroom. Be the first one there.
- Stand at door during passing period.
- Start students on an opening assignment (agenda/dispatch) at the beginning of the period.
- Students must not be allowed to leave class the first and last ten minutes of the period unless there is an emergency that requires immediate medical attention.
- Insist on everyone's attention before beginning the lesson.
- Be prepared for the "no pencil", "no paper", no book" crew. Beat them at their own game. Give them these supplies with as little attention as possible. Make it clear that some form of mark against the student's record will be made.
- Start to learn names quickly. Develop a seating chart to assist you.
- Do not send students out of class for any reason without a pass.
- Plan your lessons carefully and know exactly what you are going to do for the entire class period.
- Use progressive discipline techniques to modify behavior.
- Be consistent. Students need to know what is expected of them each day.
- Maintain a good relationship with your colleagues.
- Protect your professional status.
- Keep a sense of humor. Remember that you are the responsible adult. Don't get caught up in their behavior.
- Do not hold students making them tardy to another class.
- Do not put an unsupervised student outside of the classroom door.
- Always have an alternative lesson activity ready in case some unforeseen situation makes it impossible to use the original lesson.
- Build the student's self-respect; be careful about an individual needlessly losing face with his/her peers.
- Strive for prestige, not popularity. Prestige is based upon respect and admiration. The teacher with prestige may or may not be popular, but in nearly every instance his/her classes will run smoothly and efficiently and learning will take place. Prestige is attained through a teacher's consistency of behavior, fair treatment of children and above all perseverance of educational objectives.
- Avoid sarcasm.
- Try to handle your own problems. Avoid using the office as a threat, but let students know the House counselor and administrative team will be alerted if problems are not worked out.
- Be flexible, able to bend. They will recognize that you are human.
- Develop incentive programs/strategies to motivate students.
- Observe other teachers and "borrow" techniques.
- Provide opportunities for students to work off disciplinary infractions.
- When you release a student from your authority, please respect the decisions made by the person who handles the referral.



## **Intervention**

- Confer with student privately to describe student's behavior.
- Use Sylvan behavior strategies.
- Change student's seat.
- Isolate the student within the classroom.
- Write name on board with check marks leading to a "U" in citizenship.
- Give citizenship mark at the end of each class period. Inform student and record in grade book.
- Dismiss students with good behavior first, those with poor behavior last.
- Keep a disruptive class one or two minutes at lunch or nutrition or after school.
- Keep a Behavior Documentation Sheet record.
- Assign your own lunch or after school detention with the teacher. Be sure to notify parents if students are detained more than ten minutes beyond dismissal bell.
- Phone parent\*.
- Send periodic progress reports for your class home for parent signature.
- Hold Inter-disciplinary team conference with the student.
- Review the student's cumulative record in the Records Office.
- Invite parent to attend class with his/her child.
- Hold conference with student during your conference period.
- Have student write a note to parent regarding behavior. Parent should acknowledge with signature and return the note to the teacher.
- Use unsatisfactory notices. (Form 34-H-51)
- Request a conference with teacher, counselor and student.
- Reward improved behavior for a 2-week period by removing previously earned "Us".
- Ask for help from Inter-disciplinary team members.
- Refer the student to the counselor when multiple teacher interventions have been unsuccessful.
- UTLA one day class suspension following contract guidelines.
- Use consequence assignments.
- Monitor student uniforms
  1. If student is missing all or part of the uniform, ask the student to change into uniform if it is in his/her backpack.
  2. Mark roll book in notes section to show uniform violation.
  3. If the student does not have a uniform, send student to Mr. Seago.

Students cleared for the day will have a note from Mr. Seago.

\* If home contact is needed for a language other than English, please contact the Main Office staff to contact a bilingual staff member.

**Individualization**

- Review classroom procedures and modify as needed.
- Rearrange position of rows/pods of desks.
- Modify environment to increase teacher-student proximity.
- Teach noise-control techniques.
- Look at pacing of lessons.
- Vary activities to include all learning styles.
- Chunk material.
- Use RT to provide access to difficult text.
- Plan hands-on, highly engaging lessons.
- Plan independent activities with closure.
- Increase positive reward system.
- Decrease time for earning class-wide rewards.
- Increase building relationships with chronic/severe behavior problem students.
- Develop “with-it-ness” – anticipating and stopping problems before they occur.

## Level Two Violations

- Rude behavior directed at an adult
- Throwing objects
- 3-4 Level 1 disruptions in the same period
- Second no show to detention
- Violating school safety rules/committing dangerous acts
- Repetitive offenses of Level One violations with documented unsuccessful interventions by teacher (send behavior plan)
- Multiple Level One major classroom disruptions with no show of improvement on student's part during one class period.

### Counselor Interventions

- Visit classrooms, speak with homerooms
- Keep Behavior Documentation Sheet on students in addition to information provided by teachers
- Social interaction counseling
- Disruptive behavior counseling
- Daily progress reports or attendance checks
- Conference with student
- Assign paper pick-up, lunch and/or after school detention
- Set up regular lunchtime "appointment" so student checks in with counselor during supervision
- Phone call homes
- Confer with teacher
- Review cumulative record
- Call elementary school for guidance on 6<sup>th</sup> grade students
- Develop case documentation and evaluations on selected students
- Write a behavior contract
- Request parents to attend class with student
- Hold parent, teacher, counselor, administrator conference
- Call a case conference with more than one teacher and parent
- Refer for testing
- Refer to nurse if problem is health related.
- Refer to Student Attendance and Adjustment Services Counselor (SAAS)
- Suspend from school with house administrator approval
- Referrals to outside agencies and interventions

Refer to psychologist.

- Program or House change with consensus of House administrators
- Warn parent of possibility of Opportunity Transfer to another House
- Warn parent of possibility of Opportunity Transfer to another school
- Meet with targeted students regularly
- Hold House Assemblies to express clear expectations

## **Level Three Violations**

### **Referral from Counselor to House Administrators**

Unresolved behavior from Levels 1 and 2  
Habitual disruptive behavior  
Habitual vulgarity  
Repeated defiance of school authority  
Pulling of a school fire alarm  
Selling of items without school sponsorship

### **Administrator Interventions**

- Any of the behavior options from Level 2
- Meet with House counselor daily to be appraised of student behavior
- Monitor student uniforms
- Identify "targeted" students
- Develop relationships with selected students for intervention
- Monitor classrooms with targeted students
- Meet with targeted students informally and formally
- Communicate with teachers of targeted students regularly
- After-school House detentions for habitual violators
- Mandated parent conference
- Hold case conference
- Work closely with the counselor and other house administrator on serious or habitual discipline referrals
- Reviews and makes final decision regarding any major discipline infractions, such as behavior contract or suspensions.
- Assure that all resources have been utilized before initiating House Opportunity Transfer or schedule change
- Assure that all resources have been utilized before initiating School Opportunity Transfer
- Call in School Police as warranted

### **Appeals and Expulsion**

- Review disciplinary decision appeals by parents (Schmerelson)
- In some cases may refer to Board of Education for expulsion. (Donesley)

**Immediate Referral to Dean or School Police**

Serious fight	Violent Acts
Gang activity	Threats to Personnel
Weapons	Graffiti or Vandalism
Drugs	Thefts or extortion
Intoxication	Obscene acts
Physical Assault	Repeated Racial/Sexual Harassment Offenses
Forgery	Extreme profanity toward adult

**Dean and/or School Police Interventions**

- Communicate regularly with House Counselor and Administrators
- Suspension
- Opportunity Transfer for safety or serious threat to Mt. Vernon
- Mandated Parent Conference
- Police Report
- Arrest

**House Opportunity Transfers**  
**(Complete program change to another House with Behavior Contract)**

- Social Adjustment – not a disciplinary action, but a change of environment to positively affect the student’s social or academic adjustment.
- Progressive Discipline – repeated attempts by school staff to resolve the student’s misconduct have been unsuccessful with parent approval and completion of checklist. Due process and conferences.

**School Opportunity Transfers**

- Student Protection – necessary for the protection or personal welfare of the transferred student. Parent approval is required or may be parent initiated.
- Social Adjustment – not a disciplinary action, but a change of environment to positively affect the student’s social or academic adjustment.
- Progressive Discipline – repeated attempts by school staff to resolve the student’s misconduct have been unsuccessful with parent approval and completion of checklist. Due process and conferences.
- Single, Serious Act – there are various offenses for which a student may be expelled. In some cases, the principal may exercise discretion and issue an O.T. rather than expulsion. The principal in consultation with the local superintendent shall take into account:
  - a. The seriousness of the act
  - B. the particular circumstances surrounding it, and
  - c. The student’s previous record
  - d. **THERE IS NO DISCRETION REGARDING THE POSSESSION OF FIREARMS.**

**Reasons for Suspension/Expulsion – SIS ID 21 CODE NUMBERS**  
(also listed on the PAR)

1. Threatened/caused/attempted physical injury to another person – also #14
2. Knife/explosive/dangerous object (not firearm)
3. Had controlled substance/intoxicant – if not #16
4. Substitute substance/intoxicant
5. Robbery/extortion
6. Damaged property
7. Stole property
8. Tobacco
9. Obscenity/profanity/vulgarity
10. Drug paraphernalia
11. Disruptive/willful defiance
12. Received stolen property
13. Sexual harassment (gr. 4-12)
14. Willful use of force/violence
15. Firearm \*-!
16. Had less than 12 oz. Of marijuana – 1<sup>st</sup> offense
17. Sold controlled substance
18. Sexual assault/battery - !
19. Serious physical injury/not self-defense
20. Violation of bus rules
21. Assaulted/battered school employee
22. Brandished knife at another person - !
23. Imitation firearm
24. Harassed/threatened/intimidated pupil (gr. 4-12)
25. Hate Violence (gr. 4-12)
26. Terrorist threat
27. Harassed/threatened/intimidated witness

\* = **FIRREARMS** cause the expulsion of a projectile by explosion or combustion. BB pellets, taser or paint guns, etc. are not firearms.

! = **EC 48915(c)** violation – Principal must immediately suspend and recommend expulsion when these misconducts occur at school at a school activity off campus.



## ARTICLE XXIV

### STUDENT DISCIPLINE LEGAL SUPPORT AND PROPERTY LOSS

1.0 Student Discipline Rules: It is the intention of the parties that teachers and administration work in a mutually supportive manner to maintain proper student discipline. The Board of Education issues District-wide standards and rules of student conduct and discipline. Also, with faculty participation, each school site shall develop additional local rules for student conduct. These rules shall be posted and distributed to students and parents. A teacher shall also have the right to promulgate and enforce reasonable rules of classroom conduct, which are to apply to students in that teacher's class(es). Local site and classroom rules for student conduct shall not conflict with District policy.

1.1 Before a student is transferred from a teacher's class for disciplinary reasons or due to parent request, the principal of the school must give to the teacher an explanation for the transfer. The teacher may attach a written reply for the record.

2.0 Student Suspensions: In addition to the normal disciplinary measures such as counseling, parent conferences, and office referrals, the teacher may suspend a student from the teacher's class for that day and the following day for any of the causes set forth below. However, this is not to suggest that teacher-imposed suspensions from class are to be the sole, or even typical, remedy for such offenses. Many of these offenses are likely to result in imposition of more extended administratively-imposed suspensions, criminal proceedings and/or expulsions. Therefore, in criminal or other severe situations where the student should not be released from direct supervision, teachers shall contact the site administrator for assistance before taking action. Subject to the foregoing, the offenses which may warrant a teacher-imposed suspension are as follows:

- a. Disruptive behavior or willful defiance of valid authority;
- b. Obscenity, habitual vulgarity, profanity or hate language (e.g., slurs based on race, ethnicity, sexual orientation, gender, religion, etc.);
- c. Causing, attempting or threatening violence or physical injury;

- d. Theft or damage to school property or personal property;
- e. Extortion or robbery;
- f. Possessing, using, offering for sale, furnishing or being under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind;

#### Article XXIV – Student Discipline

- g. Possessing, using, offering for sale or furnishing any drug paraphernalia;
- h. Offering for sale or furnishing any substitute substance represented as a controlled substance, alcoholic beverage or intoxicant;
- i. Possessing, using, offering for sale, or furnishing any firearm or imitation firearm, explosive, knife or other dangerous object;
- j. Falsely reporting fire or bomb.
- k. Possessing, or using tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products.
- l. Knowingly receiving stolen school property or private property.
- m. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code; or
- n. Harassing, threatening, or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both

#### 2.1 Teachers who choose to impose suspensions from

their class shall immediately report same to the site administrator and send the student to the office. As soon as possible, the teacher shall ask the parent or guardian of the student to meet with the teacher. During the period of the suspension the student shall not be returned to the teacher's class without the consent of the teacher, or be placed in another regular class. The teacher may require the completion of tests and assignments missed due to the suspension. Apart from or in addition to a teacher-imposed suspension, the teacher may refer a student to the site administrator for consideration of a suspension from school or an expulsion.

2.2 Prior to or upon the student's return to the classroom a copy of the District's documents applicable to the act for which the student was suspended, including corrective action taken, shall be provided to that student's teacher(s).

3.0 Legal Assistance and Support: If an altercation, disturbance, student discipline situation or similar circumstance results in a lawsuit against an employee for conduct occurring within the course and proper scope of the employee's duties, the District shall, to the extent permitted by law, provide a defense to the employee and indemnify and hold the employee harmless against any resulting civil liability. The Board of Education may in its discretion under Government Code Section 825, indemnify the employee against punitive or exemplary damages.

3.1 If an employee's person or property is injured or damaged by the willful misconduct of student while on school property, or while attending or being transported to or from a school-sponsored activity, or in retaliation for conduct of the employee within the course and proper scope of the employee's duties, the employee may, in addition to any independent remedy the employee may have, request the District to pursue legal action against the student and/or the student's parents or guardians pursuant to Education Code Sections 48904 and 48905. After evaluating the circumstances, the District may bring such a legal action to recover damages.

4.0 Notification to Teacher Regarding Past Misconduct by Student: Pursuant to Education Code Section 49079, when a teacher is regularly assigned a student who during the previous three years engaged in the misconduct described below (or who the District reasonably believes has so acted), the District shall make a good faith effort to inform the teacher of that misconduct. The student misconduct which gives rise to the above notification includes any misconduct which would constitute grounds for suspension from school or expulsion. Such notification and information shall be based upon the records the District maintains in its ordinary course of business or has received from a law enforcement agency. Any such information shall be received by the teacher in confidence for the limited purpose of alerting the teacher, and shall not be further disseminated by the teacher.



## SCHOOL EMERGENCY PLAN

### **STAFF RESPONSIBILITY**

#### **Classroom Teachers**

1. Follow the **bell schedule only** or as other wise notified. Classes may be extended longer than regularly scheduled.
2. Keep all your students **in at all times**. Lock your doors.
3. If urgent, and only if it is an extreme case, allow **only two students at a time** to go to the bathroom. Make sure that you issue the students a pass that has been properly filled out by you. (Allowing two students to go to the bathroom or office is for safety reasons).

#### Physical Education Teachers

The administrative staff will be in contact with you to provide you with

times and locations for your use.

#### Teachers with Conference Periods/Out of the Classroom Personnel

Report to the Main Office for assignment.

#### Teacher Assistants and Educational Aides

Report to your specified assignment.

#### Clerical Staff

1. Attendance Office – Lock your outside doors
2. Counseling Office – Lock your outside doors
3. Main Office – Stand at alert

All offices will keep all service students inside, unless you are forced to summons a student for an emergency.

### **ADMINISTRATIVE RESPONSIBILITIES**

1. Enforce security measures
2. Ensure safety of students and staff
3. Crisis Intervention
4. Determine the nature of assistance needed
5. Establish line of communication
6. Follow course of action defined in the Emergency Procedure Manual of Los Angeles Unified School District.

### **PLAN WILL BE IN EFFECT WHEN ANY OF THE FOLLOWING TAKES PLACE**

1. One long continuous bell
2. P.A. announcement: "All assignments are now ready"
3. A bulletin sent out to your room
4. Intercom
5. Bull Horn
6. Others

## Waiver Identification Form

School Site: Johnnie L. Cochran Jr. Middle School

Proposed School/Design Team Name: Johnnie L. Cochran Jr. Middle School

**Proposed Governance Model (mark all that apply):**

- |                                      |  |  |
|--------------------------------------|--|--|
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Local Initiative School | <input checked="" type="checkbox"/> Expanded School Based Management |
| <input type="checkbox"/> Pilot       | <input type="checkbox"/> Network Partner         |  |

**Waiver Request:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Methods of improving pedagogy      | <input checked="" type="checkbox"/> Curriculum                                    |
| <input checked="" type="checkbox"/> Assessments                        | <input checked="" type="checkbox"/> Scheduling                                    |
| <input checked="" type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development                      |
| <input checked="" type="checkbox"/> Budgeting control                  | <input checked="" 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 checked="" type="checkbox"/> Other**: <u>PSC DESIGN TEAM WAIVER</u>        |
| <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: \_\_\_\_\_ Date: \_\_\_\_\_

UTLA Chapter Chair/Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**

**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the formed 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:** \_\_\_\_\_

**School/Office:** \_\_\_\_\_ **Local District/Division:** \_\_\_\_\_

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

Article XI Transfers, Section 3.0 Teacher Integration Transfer program, 6.0 Displacement- Over Teacher School, 13.0 Voluntary Continuous Service Transfers, K-12 program.

Article XI Transfers, 6.2 District Seniority Number

Article XIII Reduction in Force and Reassignment, Section 3.0

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

All certificated members of Cochran MS PSC Design Team who fall under the auspices of the UTLA CBA will be exempt from the district seniority with regards to Reduction in Force, displacement, and/or reassignment.

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

The Cochran MS PSC Design Team has written the plan to transform the school culture and improve student achievement for all. Granting this waiver will allow our PSC Design Team to remain at the school site to effectively implement the PSC Plan.

Requesting Administrator's Approval:

\_\_\_\_\_  
Principal/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local District Superintendent/Division Head/Designee

\_\_\_\_\_  
Date

Send or FAX the completed/signed form to:

Office of Staff Relations  
 333 S. Beaudry Avenue, 14<sup>th</sup> Floor  
 Los Angeles, CA 90017  
 PHONE: 213-241-6056  
 FAX: 213-241-8405



# Cochran MS UTLA Members Extended School-Based Management Model (ESBMM)

**Signing below states that you are in support of  
adopting ESBMM as part of Cochran's PSC 3.0 Plan**

	Print Name	Signature	Date
1	Ahegbebu		
2	Arrivillaga	Mary Arrivillaga	1/18/12
3	Aryee	Princess Aryee	1/18/12
4	Austria	David Austria	01/19/12
5	Badiak	Daniel Badiak	1/18/12
6	Bembry	Rashonda Bembry	1/20/12
7	Bravo	Jaime Bravo	1/18/12
8	Camacho	Octavio Camacho	1-18-12
9	Cannon	Vandrea Cannon	1-19-12
10	Carter	Stephanie Carter	1-18-12
11	Castaneda	Agustin Castaneda	1/19/12
12	Castellano	Katrina Castellano	1-18-12
	<del>Centeno</del>		
	<del>Cole</del>		
13	Coleman	Keldin	1/19/12
14	Corn	Gerry Corn	1-18-12
15	Cronin	Anya Cronin	1-18-12
16	Cuarteron	Olivia Cuarteron	1-18-12
17	Dinkins	Wade Dinkins	1-18-12



# Cochran MS UTLA Members Extended School-Based Management Model (ESBMM)

**Signing below states that you are in support of  
adopting ESBMM as part of Cochran's PSC 3.0 Plan**

	Print Name	Signature	Date
55	Sosa	Lorene Sosa	1/18/12
56	Sosniak	Sosniak	1/19/12
57	Still	Sigrid Still	1/19/12
58	Titler	Stephanie Titler	1/18/12
59	Valencia	Steve Valencia	1/18/12
60	Weber	D. Weber	1.18/12
61	Whang	DAVID WHANG	1.18.12
62	Yaganagi	Mesa Yaganagi	1/19/12
63	Zagami	Robert Zagami	1/19/12
64	Zarou	LINDA ZAROU	1/19/12

65 Proctor John Proctor 1-16-12

66 LUONG DON LUONG

67 Ganner Kimberly Kimberly Ganner 1/18/12

K GARNER@  
2002 AOL.com

*[Signature]*

68 Ventigan. Barbara 1/19/12

69 ROBINSON



# Cochran MS UTLA Members

## Extended School-Based Management Model (ESBMM)

**Signing below states that you are in support of  
adopting ESBMM as part of Cochran's PSC 3.0 Plan**

	Print Name	Signature	Date
36	Ligon		
37	Linder	Stephanie Linder	1-18/12
38	Malotte	Tyler Malotto	1-8/12
39	Marshall	Maria Marshall	1-18-2012
40	Medina		
41	Negash	KEDIST NEGASH	1/18/12
42	Niles	Pamela Niles	1/18/12
43	Olivas	Raul D. Olivas	1/18/12
44	Parayno	Wilfred R. Parayno	1/19/12
45	Park	Grace Park	1/18/12
46	Paul	Andrea Paul	1-18-11
47	Petway	Petway	1-18-11
48	Pollyea		
49	Rafi	Hani Rafi	1-19-12
50	Rivera	SAUL RIVERA	1-19-12
51	Roeder	MARK ROEDER	18 JAN 2012
52	Sasser	Linda Sasser	1/18/2012
53	Scott	LOREN SCOTT	1/18/12
54	Simonsen	Christina Simonsen	1/19/12



# Cochran MS UTLA Members

## Extended School-Based Management Model (ESBMM)

**Signing below states that you are in support of  
adopting ESBMM as part of Cochran's PSC 3.0 Plan**

	Print Name	Signature	Date
18	Fortier	Russell Fortier	1/18/12
19	Garnett		
20	Harrison	R. Harrison	1/18/2012
21	Heimbuch	Heimbuch	1/18/12
22	Henry	Robert Henry	1/18/12
23	Hermina	Waldemar Hermina	1-18-11
24	Hill	David Hill	1/18/12
25	Hirzel		
26	Hubbard	Derek Hubbard	1-18
27	Hunsberger	Kyle Hunsberger	1/18/12
28	Jacob	Ruston Jacob	1-18-11
29	Johansen	Tanya Johansen	1/18/12
30	Keller	TERRY KELLER	1/18/12
31	Kopelevich	Kopelevich	1/18/12
32	Kozlowski	Diane Kozlowski	1/18/12
33	Lajmanovich	Mariana Lajmanovich	1/18/12
	<del>Last Name</del>		
34	Lawson	Lawson, Anne	1/18/12
35	Lewis		