



PUBLIC SCHOOL CHOICE MOTION

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.

| | | | | |
|---|------------------|--------------|---|---------------------------|
| Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):</i> | | | | |
| WESTERN AVENUE ELEMENTARY | | | | |
| Address: 1724 W. 53 RD STREET, LOS ANGELES CA 90062 | | | Phone Number: (323) 295-3261 | |
| Website (if applicable) http://waes-laUSD-ca.schoolloop.com/ | | | Email Address: Bettye Johnson, BLJ1522@lausd.net | |
| School site for which your team is submitting a Letter of Intent: | | | WESTERN AVENUE ELEMENTARY SCHOOL | |
| Grade configuration of your school: | | | PRE-K THROUGH 5 th | |
| School model for which you are applying: | | | <input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter | |
| Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes? | | | NO | |
| School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates | | | PER DISTRICT TRADITIONAL CALENDAR | |
| List the name and contact information of your design team members below: | | | | |
| Printed Name | Signature | Phone | Email address | School/Affiliation |
| 1. BETTYE JOHNSON | | 323-295-3261 | BLJ1522@LAUSD.NET | WESTERN PRINCIPAL |
| 2. JENNIFER CHENG | | 323-295-3261 | JKC0659@LAUSD.NET | WESTERN COORD. |
| 3. JOE CASTRO | | 323-295-3261 | JOE.CASTRO@LAUSD.NET | WESTERN UTLA REP. |



PUBLIC SCHOOL CHOICE MOTION

| | | | | |
|------------------------|--|--------------|-----------------------|---|
| 4. DOMINIC CAGUIOA | | 323-295-3261 | DBC4785@LAUSD.NET | WESTERN BRIDGE/ INTERVENTION COORD. |
| 5. JULIE PENG | | 323-295-3261 | JXJ1999@LAUSD.NET | WESTERN INSTRUCTIONAL COACH |
| 6. NOEMI GUZMAN | | 323-295-3261 | NXG7446@LAUSD.NET | WESTERN T3 COACH |
| 7. MUMTAZ CHUNARA | | 323-295-3261 | ALIMAALISA2@YAHOO.COM | WESTERN TEACHER |
| 8. LETITIA ENSLEY | | 323-295-3261 | LNE0682@LAUSD.NET | WESTERN TEACHER |
| 9. RUTH TEMPLE | | 323-295-3261 | RHT10@AOL.COM | WESTERN TEACHER |
| 10. ANGELA OLIVARES | | 323-295-3261 | AWARD1@LAUSD.NET | WESTERN TEACHER |
| 11. ELIZABETH THEOBALD | | 323-295-3261 | EBM1767@LAUSD.NET | WESTERN TEACHER |
| 12. SHAWN HACKER | | 323-295-3261 | SHACKER@LAUSD.NET | WESTERN TEACHER |
| 13. ANTONIA GARCIA | | 323-295-3261 | | WESTERN TEACHER |
| 14. GERALDINA BARILLAS | | 323-295-3261 | GYB3095@LAUSD.NET | WESTERN TEACHER |

(Please add lines and pages as necessary)



PSC 3.0
Commitments and Expectations Form

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

| | |
|------------------------|---------------------------|
| | WESTERN AVENUE ELEMENTARY |
| | BETTYE JOHNSON |
| | <i>Bettye Johnson</i> |
| | |
| 1. JENNIFER CHENG | <i>Jennifer Cheng</i> |
| 2. JOE CASTRO | <i>Joe Castro</i> |
| 3. DOMINIC CAGUIOA | <i>Dominic Caguioa</i> |
| 4. NOEMI GUZMAN | <i>Noemi Guzman</i> |
| 5. JULIE PENG | <i>Julie Peng</i> |
| 6. GERALDINA BARILLAS | <i>Geraldina Barillas</i> |
| 7. MUMTAZ CHUNARA | <i>Mumtaز Chunara</i> |
| 8. LETITIA ENSLEY | <i>Letitia Ensley</i> |
| 9. RUTH TEMPLE | <i>Ruth Temple</i> |
| 10. ANGELA OLIVARES | <i>Angela Olivares</i> |
| 11. ELIZABETH THEOBALD | <i>Elizabeth Theobald</i> |
| 12. SHAWN HACKER | <i>Shawn Hacker</i> |
| 13. ANTONIA GARCIA | <i>Antonia Garcia</i> |
| | |
| | |
| | |

WESTERN ELEMENTARY

| | | | | | | | |
|---|-----|-----|-----|-----|--------|--------|--------|
| A. Four-Year Cohort Graduation Rate | | | | | 60% | 63% | 70% |
| B. Students On-Track for Meeting A-G Requirements | | | | | 38% | 50% | 75% |
| GOAL 1: Proficiency for All | | | | | | | |
| A. English Language Arts, Elementary | 24% | 25% | 27% | 39% | 60% | 67% | 74% |
| B. English Language Arts, Secondary | | | | | 45% | 50% | 54% |
| C. Mathematics, Elementary: Proficient & Advanced | 39% | 39% | 33% | 57% | 69% | 75% | 82% |
| D. Mathematics, Secondary: Proficient & Advanced | | | | | 36% | 41% | 47% |
| E. 3rd Grade Proficiency Rate in English Language Arts | 20% | 15% | 20% | 30% | 49% | 55% | 62% |
| F. Proficiency in Algebra | | | | | 38% | 47% | 55% |
| G. Reclassification Rates | 11% | 13% | 5% | 7% | 21% | 24% | 27% |
| GOAL 3: 100% Attendance | | | | | | | |
| A. Percentage of students with 96% or higher attendance | 54% | 47% | 48% | 46% | 65% | 71% | 76% |
| B. Percentage of staff with 96% or higher attendance | 59% | 61% | 64% | 60% | 69% | 74% | 79% |
| GOAL 4: Parent and Community Engagement | | | | | | | |
| A. Percentage of parents who talk with the teacher about their child's schoolwork | | 67% | 60% | 64% | | | |
| B. Parent participation on School Experience Surveys | | 12% | 17% | 24% | 35% | 40% | 50% |
| GOAL 5: School Safety | | | | | | | |
| A. Instructional days lost to suspension | 38 | 66 | 84 | 112 | 43,506 | 41,006 | 38,506 |
| B. % of students who feel safe on school grounds (agree or strongly agree) | | 78% | 81% | 78% | 86% | 88% | 90% |

WESTERN ELEMENTARY
1724 W 53RD ST LOS ANGELES 90062

Student Demographics (2010-11)

| | | | |
|--------------------|-----|----------------------------------|------|
| African American | 31% | English Learners | 40% |
| American Indian | 0% | Reclassified ELs (REPE) | 8% |
| Asian | 0% | Students with Disabilities | 12% |
| Hispanic | 0% | Economically disadvantaged | 100% |
| Latino | 68% | Identified Gifted - All | 0% |
| Pacific Islander | 0% | Identified Gifted - African Amer | 0% |
| White (not Latino) | 0% | Identified Gifted - Latino | 0% |

API

| Year | 2005-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | |
|---------|---------|---------|---------|---------|---------|---|
| 2005-07 | 520 | 615 | -5 | No | 1 | 2 |
| 2007-08 | 610 | 646 | 36 | Yes | 1 | 1 |
| 2008-09 | 649 | 683 | 14 | No | 1 | 3 |
| 2009-10 | 683 | 644 | -19 | No | 1 | 2 |
| 2010-11 | 644 | 740 | 96 | Yes | 1 | 1 |

AYP

| Criteria Met | Yes |
|-------------------|-----------|
| Met AYP 2010-11 | 21 |
| Criteria Possible | 21 |
| PI Year | 5 |
| Year Extended PI | 1997-1998 |

GOAL 3: 100% Attendance

| Attendance Rate | | |
|--|-------|-------|
| Staff | 94.3% | 95.9% |
| Student | 93.8% | 93.9% |
| Student Absency | 25.9% | 22.8% |
| Percentage with 96% or Higher Attendance | | |
| Staff | 63.8% | 59.6% |
| Student | 47.7% | 45.6% |

GOAL 4: Parent and Community Engagement

| % of Parents that responded | |
|--|-------|
| % Strong Agree or Agree | 16.9% |
| Opportunities for Involvement | 87.9% |
| Feel Welcome at school | 85.0% |
| Talk with Teacher About Child's Schoolwork | 60.0% |

GOAL 5: School Safety

| Student Suspensions | | |
|---------------------------------------|------|-------|
| % Students Suspended | 4.2% | 5.4% |
| All | 8.9% | 11.1% |
| African American | 2.3% | 2.8% |
| Latino | 6.3% | 7.1% |
| Instructional Days Lost to Suspension | 84 | 112 |

| Student Survey | |
|------------------------------|-------|
| % of Students that responded | 59.9% |
| % Strong Agree or Agree | 56.0% |
| Feel safe on school grounds | 80.8% |

GOAL 2: Proficiency For All

| English Learner Progress | | English Learner Accountabilities | |
|-----------------------------------|-------|----------------------------------|------|
| Scoring Proficient on CELDT | 37.3% | 52.8% | |
| Scoring Basic or Above on CST ELA | 36.8% | 56.4% | |
| Passing English with a '3' or '4' | 72.9% | 73.6% | |
| Reclassification Rate Trend | 13.4% | 5.1% | 7.2% |

Students With Disabilities (SWD)

| CST ELA | CST Math |
|---------|----------|
| 13.6% | 27.3% |
| 21.1% | 30.5% |
| 7.4 | 12.2 |

Students With Disabilities (SWD)

| CMA ELA | CMA Math |
|---------|----------|
| 33.3% | 66.7% |
| 33.3% | 66.7% |
| 0.0 | 0.0 |

CST TRENDS: English Language Arts

| Year | 2005-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------|---------|---------|---------|---------|---------|
| All Students | 553 | 509 | 506 | 484 | 473 |
| African American | 180 | 189 | 147 | 145 | 145 |
| Latino | 364 | 335 | 352 | 346 | 328 |
| White | 271 | 200 | 184 | 189 | 177 |
| English Learner | 54 | 57 | 48 | 44 | 38 |
| Socio-Eco Disadv | 529 | 493 | 497 | 483 | 473 |

CST TRENDS: Mathematics

| Year | 2005-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------|---------|---------|---------|---------|---------|
| All Students | 553 | 509 | 503 | 494 | 472 |
| African American | 180 | 189 | 146 | 146 | 144 |
| Latino | 364 | 335 | 350 | 346 | 325 |
| White | 271 | 200 | 182 | 189 | 177 |
| English Learner | 54 | 57 | 48 | 44 | 38 |
| Socio-Eco Disadv | 529 | 493 | 494 | 493 | 472 |

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

| Subject | 2005-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------|---------|---------|---------|---------|---------|
| ELA Gr 2 | 122 | 17.2% | 32.8% | 27.9% | 10.7% |
| ELA Gr 3 | 122 | 10.7% | 18.7% | 33.6% | 22.1% |
| ELA Gr 4 | 123 | 13.0% | 24.4% | 26.0% | 26.0% |
| ELA Gr 5 | 108 | 10.4% | 25.2% | 26.3% | 20.8% |
| Math Gr 2 | 121 | 38.4% | 32.2% | 17.4% | 9.1% |
| Math Gr 3 | 122 | 40.2% | 23.0% | 23.0% | 8.2% |
| Math Gr 4 | 123 | 29.3% | 28.6% | 22.0% | 19.5% |
| Math Gr 5 | 106 | 13.2% | 24.5% | 24.5% | 29.2% |
| Science Gr 5 | 105 | 3.8% | 17.1% | 43.8% | 21.9% |

CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://istar.cde.ca.gov>

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, ELEMENTARY SCHOOL

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.

Responsible to

Local District Superintendent or designee

Subordinates

Assistant Principal, Elementary School and/or 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

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 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.

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 four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology to meet the requirements of the District's Master Plan for English Learners.

For additional information on Master Plan requirements, refer to the current policy bulletin on "Culture, Language, and Methodology Requirements for Administrators."

Credentials

A valid California K – 12 teaching credential and an Administrative Services Credential authorizing K – 12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

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. At least two years of service in a certificated position(s) directly related to an elementary instructional program covering grades PreK – 6.
3. One of the following:
 - a. At least one year of service in an administrative or supervisory position utilizing an administrative credential;
 - b. At least one year of service in a school-based Assistant Principal position; OR
 - c. At least three years experience in a school-based leadership nonclassroom assignment.

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.

NOTE: This is a Master Salary (G) Table classification.

This class description is not a complete statement of essential functions and responsibilities. The District retains the discretion to add or change typical duties of a position at any time.

SW

Public School Choice 3.0 Performance Plan

PSC School Site:

Design Team Name:

| 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 | 45.1 | 32.6 | 24.5 | <p>Monitor students through SST process</p> <p>Monitor students through DIBLES, LPA, and Treasures Unit Assessments</p> <p>Provide intervention within 3 tiers of RTI</p> <p>Use Language 4! Classes as Tier 3 Curriculum replacement</p> <p>Use Reading Lab as Tier 2 Intervention</p> <p>Provide quality first instruction, including Universal Access (IWT) as Tier 1 Instruction</p> | <p>Decrease in the # of students performing at BB and FBB</p> <p>Increase the # of students performing at the Basic level</p> <p>Improvements in Assessment results for those students monitored through SST</p> <p>Improvements in Assessment results for those students receiving Intervention supports (Language 4! and Reading Lab)</p> | 16 | 8 |
| | <i>English Learners</i> | 63.8 | 43.1 | 31 | <p>Use SDAIE instructional strategies to support ELLs</p> <p>Monitor through Language Assessment Team</p> <p>Use Culturally relevant and responsive literature.</p> <p>Provide ELAP after-school intervention when funds are available.</p> | <p>Decrease in the # of students performing at BB and FBB</p> <p>Increase the # of students performing at the Basic level</p> <p>Improvement in assessment results for those students monitored through SST</p> <p>Decrease the # of students requiring intervention</p> | 19 | 8 |
| | <i>Special Education</i> | 86.3 | 78.9 | 54 | <p>Ensure appropriate placement in Sp. Ed. Classroom or RSP.</p> <p>Provide Universal Access/ IWT and</p> | <p>Decrease in the # of students performing at BB and FBB</p> <p>Increase the # of students performing at the Basic level</p> <p>Decrease the # of</p> | 31 | 8 |

**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> | 42.7 | 32.4 | 24.5 | Mainstreaming support through the core curriculum | students requiring intervention Increase the amount of time that is spent | 16 | 8 |
| | | | | Use the CAPA or CMA as appropriate | Mainstreaming Exit/graduate students from RSP program | | |
| | | | | Use AEMP instructional strategies | Decrease in the # of students performing at BB and FBB | | |
| | | | | Use Culturally relevant and responsive literature. | Increase the # of students performing at the Basic level | | |
| Provide ELP after-school intervention when funds are available. | Improvements in Assessment results for those students receiving Intervention supports (Language 4! Reading Lab) Decrease the # of students requiring intervention | | | | | | |
| <i>Latino</i> | 45.5 | 32.8 | 24.5 | Same as "English Learners" | | 16 | 8 |
| <i>White</i> | Not applicable | | n/a | | | n/a | n/a |
| <i>Asian</i> | Not applicable | | n/a | | | n/a | n/a |
| <i>Economically Disadvantaged</i> | 45.1 | 32.6 | 24.5 | Same as "School-wide" | | 16 | 8 |
| 2 % of all students scoring Prof or Adv | 26.5 | 38.5 | 46.6 | Provide quality first instruction Address student needs through Universal Access (IWT) Use GATE strategies to increase rigor Incorporate Focus on Non-fiction Text Literature Circles and Sustained Silent Reading Incorporate | Increase the # of students performing at Proficient and Advanced Levels Increase number of students moving out of Basic Increase School-wide assessment results on LPA, DIBELS, etc. Decrease the number of students requiring intervention | 60 | 75 |

**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>English Learners</i> | 8.5 | 22.0 | 48 | Project-Based Learning | | 61 | 75 |
| | | | | Use SDAIE instructional strategies to support ELLs Monitor through Language Assessment Team Use Culturally relevant and responsive literature. Provide ELAP after-school intervention when funds are available. | Increase in the # of students performing at Proficient and Advanced Increase the # of students moving out of the Basic level Improvement in assessment results for those students monitored through SST Increase the # of students requiring enrichment | | |
| <i>Special Education</i> | 4.5 | 15.8 | 48 | Ensure appropriate placement in Sp. Ed. Classroom or RSP. Provide Universal Access/IWT and Mainstreaming support through the core curriculum Use the CAPA/CMA as appropriate | Increase in the # of students performing at Proficient and Advanced Increase the # of students moving out of the Basic level increase the # of students requiring enrichment Increase the amount of time that is spent Main-streaming Exit/graduate students from the RSP program | 61 | 75 |
| | | | | | | | |
| <i>African American</i> | 23.4 | 36.6 | 46.6 | Use AEMP instructional strategies Use Culturally relevant and responsive literature. Provide ELP after-school intervention when funds are available. | Increase in the # of students performing at Proficient and Advanced Increase the # of students moving out of the Basic level Improvements in Assessment results Increase the # of students requiring enrichment | 60 | 75 |

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>Latino</i> | 27.7 | 39.0 | 46.6 | Same as "English Learners" | | 60 | 75 |
| | <i>White</i> | Not applicable | | n/a | | | n/a | n/a |
| | <i>Asian</i> | Not applicable | | n/a | | | n/a | n/a |
| | <i>Economically Disadv.</i> | 26.5 | 38.5 | 46.6 | Same as "School-wide" | | 60 | 75 |
| CST MATH | | | | | | | | |
| 3 | % of all students scoring FBB/BB | 42.7 | 21.6 | 14 | Monitor students through SST process Monitor students through ST Math results, and MQA. Provide intervention within 3 tiers of RTI Use Marilyn Burns, and District approved Supplements to address student needs. Provide quality first instruction, Provide Tier 2 support through ST Math differentiation and Intervention. Provide Tier 2 and Tier 3 Intervention during and after-school | Decrease in the # of students performing at BB and FBB Increase the # of students performing at the Basic level Improvements in Assessment results for those students monitored through SST Improvements in MQA and teacher-made assessments for those students receiving intervention supports Improvements in Syllabus Mastery (ST Math) for those students receiving Intervention supports | 7 | 0 |
| | <i>English Learners</i> | 57.9 | 27.2 | 18 | Use SDAIE instructional strategies to support ELLs Monitor through Language Assessment Team Provide ELAP after-school intervention when funds are available. | Decrease in the # of students performing at BB and FBB Increase the # of students performing at the Basic level Decrease the number of students requiring intervention | 9 | 0 |
| | <i>Special Education</i> | 72.7 | 60.5 | 40 | Ensure appropriate placement in Sp. Ed. Classroom or | Decrease in the # of students performing at BB and FBB | 20 | 0 |

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 |
|--|------------------|------------------|---------------------|--|---|---------------------|---------------------|
| | | | | RSP. Provide differentiated instruction and remediation through ST Math Provide Main-streaming support through the core curriculum Use the CAPA/CMA as appropriate | Increase the # of students performing at the Basic level Decrease the number of students requiring intervention | | |
| <i>African American</i> | 51.7 | 22 | 14.5 | Use AEMP instructional strategies Provide ELP after-school intervention when funds are available. | Decrease in the # of students performing at BB and FBB Increase the # of students performing at the Basic level Decrease the number of students requiring intervention | 7 | 0 |
| <i>Latino</i> | 37.5 | 21.4 | 14 | Same as "English Learners" | | 7 | 0 |
| <i>White</i> | Not applicable | | n/a | | | n/a | n/a |
| <i>Asian</i> | Not applicable | | n/a | | | n/a | n/a |
| <i>Economically Disadv.</i> | 42.7 | 21.6 | 14 | Same as "School-wide" | | 7 | 0 |
| 4 % of all students scoring Prof or Adv | 33 | 56.8 | 63 | Provide quality first instruction Address student needs through Universal Access (IWT) Use GATE strategies to increase rigor Incorporate Project-Based Learning Continue to provide enrichment through ST Math | Increase the # of students performing at Proficient and Advanced Levels Increase number of students moving out of Basic Increase School-wide assessment results on MQA and ST Math Syllabus Mastery Decrease the number of students requiring intervention | 69 | 75 |
| <i>English Learners</i> | 20.1 | 50.8 | 63 | Use SDAIE instructional strategies to support ELLs | Increase in the # of students performing at Proficient and Advanced Increase the # of | 69 | 75 |

**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>Special Education</i> | 6.8 | 34.2 | 55 | <p>Monitor through Language Assessment Team</p> <p>Provide ELAP after-school intervention when funds are available.</p> <p>Ensure appropriate placement in Sp. Ed. Classroom or RSP.</p> <p>Provide differentiated instruction and enrichment through ST Math</p> <p>Provide Main-streaming support through the core curriculum</p> <p>Use the CAPA/CMA as appropriate</p> | <p>students moving out of the Basic level</p> <p>Improvement in assessment results for those students monitored through SST</p> <p>Increase the # of students requiring enrichment</p> <p>Increase in the # of students performing at Proficient and Advanced</p> <p>Increase the # of students moving out of the Basic level</p> <p>Increase the # of students requiring enrichment</p> <p>Increase the amount of time that is spent Main-streaming</p> <p>Exit/graduate students from the RSP program</p> | 65 | 75 |
| <i>African American</i> | 21.4 | 52.1 | 60 | <p>Use AEMP instructional strategies</p> <p>Provide ELP after-school intervention when funds are available.</p> | <p>Increase in the # of students performing at Proficient and Advanced</p> <p>Increase the # of students moving out of the Basic level</p> <p>Improvements in Assessment results</p> <p>Increase the # of students requiring enrichment</p> | 69 | 75 |
| <i>Latino</i> | 37.9 | 58.6 | 63 | Same as "English Learners" | | 69 | 75 |
| <i>White</i> | Not applicable | | n/a | | | n/a | n/a |
| <i>Asian</i> | Not applicable | | n/a | | | n/a | n/a |
| <i>Economically Disadv.</i> | 33 | 56.8 | 63 | Same as "School-wide" | | 69 | 75 |
| ENGLISH LEARNERS (EL) | | | | | | | |
| 7 Reclassification | 5.1 | 7.2 | 10 | Follow the Master Plan for Student | Increase the # and percentage of ELLs | 14 | 18 |

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 |
|---------------------------------------|---|------------------|------------------|---------------------|--|---|---------------------|---------------------|
| | Rate | | | | Assignment Recruit BCLAD teachers Conduct Language Appraisal Team Meetings Provide Professional development and Collaborative Planning Time for ELD Monitor Student Progress through ELD Portfolios Provide targeted Intervention for Newcomers Provide Targeted Intervention for Areas of Need | that Reclassify Increase the number of students who score Early Advanced or Advanced on the CELDT Increase the number of ELLs that score Proficient and Advanced on ELA on the CST Decrease the number of 5 th graders that qualify as Long Term ELLs | | |
| 8 | % EL Students Scoring Proficient on CELDT | 37.3 | 52.8 | 58 | Conduct Language Appraisal Team Meetings Provide Professional development and Collaborative Planning Time for ELD Monitor Student Progress through ELD Portfolios Provide targeted Intervention for Newcomers Provide Targeted Intervention for Areas of Need | Increase the number of students who advance one performance band on the CELDT each year Increase scores on the CELDT Reading and Writing Subtests Decrease the number of students who require monitoring through Language Assessment Team | 64 | 70 |
| GRADUATION (high schools only) | | | | | | | | |
| 9 | Four Year Cohort Grad Rate | Not Applicable | | | | | | |
| 10 | CAHSEE Pass Rate (10 th grade) | | | | | | | |
| 11 | % Students In A-G Courses Receiving Grade of C or | | | | | | | |

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 | |
|--|---------------------|---------------------|----------------------------|--|--|----------------------------|----------------------------|--|
| Higher | | | | | | | | |
| 12 % Graduates Meeting A-G Requirements | | | | | | | | |
| RETENTION RATE (high schools only) | | | | | | | | |
| # First Time 9th Graders | Not Applicable | | | | | | | |
| % Retained 9 th Graders | | | | | | | | |
| CULTURE/CLIMATE & MISSION-SPECIFIC | | | | | | | | |
| 13 Attendance Rate for Students | 93.8 | 93.9 | 96 | PSA Counselor PSA – Pupil Attendance Improvement Counselor (Kindergarten) Awards Assemblies Student Incentives | Weekly and Monthly ISIS reports Increase in Attendance Rate increase in # of students meeting Adv. and Prof. Attendance Rates Decrease in the # of students scoring in Below Basic or FB Basic Attendance Rates | 97 | 98 | |
| 14 Attendance Rate for All Staff | 94.3 | 95.8 | 96.5 | Monitor Staff Attendance Limit. Document Absences and use within STULL Evaluation Participate in LAUSD Staff Attendance Incentives | Increase in Staff Attendance Rate Decrease in Staff Absences Decrease Staff Tardies | 97.5 | 98.5 | |
| 15 Number of Suspensions | 4.2 | 5.4 | .4 | School-wide Positive Behavior Support System Anger and Impulse Management Classes Online Discipline Referral System Student Success Team Awards Assemblies | Decrease in the Number of Suspensions Decrease the number of participants in AIM Decrease in number of ODR referrals | .3 | .2 | |
| 16 School Experience Survey: | 16.9 | 24 | 80 | Parent Center Reps will conduct outreach | Increase in overall Parent Participation | 90 | 100 | |

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 |
|---|------------------|------------------|---------------------|--|---|---------------------|---------------------|
| % Parents Participating | | | | Send out Connect Ed Messages Provide Access to School Computers in order to fill out | Increase in # of responses submitted on-line | | |
| 17 School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement" | 87.9 | 93 | 95 | Parent Center Reps will conduct outreach Teachers and Administration will put on more School-wide Special Events Send out Connect Ed Messages regarding CEAC/ELAC meetings and Councils Provide more Parent Workshops | Increased opportunities for parent participation Increase in number of Parent Volunteers Increase in attendance at school-wide events. Increase parent support in classrooms as aides and tutors | 97.5 | 100 |

Western Ave.

Design Team Name

2-7-12

Date

Bettye Johnson
Applicant Team Representative Signature

Local District Superintendent Signature

Professional Development Calendar 2012-2013

We recognize that needs change and that one cannot predict what we, as a Professional Learning Community will need for Professional Development five years from now, we reserve the right to say that this calendar is flexible and fluid.

| Date | Banked Tuesday | Grade Level Planning |
|-------------------------------|---|--|
| August 20, 2012 Tuesday | Team-Building Reading: <u>The Adaptive Schools</u> by Garmston, R and Wellman, B | Committees |
| August 27, 2012 Tuesday | Developing Collaborative Norms Reading: <u>It's Being Done: A sourcebook for developing collaborative groups</u> by Chenoweth, K | Analyze previous year's data and brainstorm professional development for the year. |
| September 4, 2012 Tuesday | Access to Core PD (Module 1) | Unit 1 Treasures Planning |
| September 11, 2012 Tuesday | DIBELS/ Progress Monitoring | CELDT Training |
| September 18, 2012 Tuesday | Positive Behavior Support/ STULLs Reading: <u>Professional Learning Communities</u> , by Richard DuFour | Back to School Night |
| September 25, 2012 Tuesday | Safe School Plan | Backwards Planning Literacy Periodic Assessment 1 |
| October 2, 2012 Tuesday | Teachscape Protocols (CWT) | Backwards Planning Math Periodic Assessment 1 |
| October 9, 2012 Tuesday | AEMP | Differentiated Instruction Grouping |
| October 16, 2012 Tuesday | Special Ed: Screening Process for SWD and Special Need Students (GATE) <ul style="list-style-type: none"> • SSTs • IEPs | Write From The Beginning |
| October 23, 2012 Tuesday | Access to Core (Module 2) | Write From The Beginning Examining student work |
| October 30, 2012 Tuesday | RTI focus: Attendance, Academic and Attitude | Collaborative Planning TBD |
| November 6, 2012 Tuesday | Vertical Articulation | Debrief Vertical Articulations ELD Portfolios |
| November 13, 2012 Tuesday | Constructivism in Math : Marilyn Burns <u>Lessons in Algebraic Thinking</u> | Write from the Beginning Lesson Study and examining student work |
| November 20, 2012 Tuesday | Access to Core (Module 3) | Math Periodic Assessment 2 Lesson Study and Collaborative Planning in Math |
| November 27, 2012 Tuesday | Project Based Learning: "What is it and How do I Begin?" Expert | Data Analysis: Literacy Periodic Assessment (My Data) |

| | | |
|------------------------------|--|---|
| December 4, 2012 Tuesday | Constructivism in Math: Kathy Richardson | Write From the Beginning Mini-Lessons |
| December 11, 2012 Tuesday | Project Based Learning: "What does it look like at each grade level?" | Collaborative Planning Designing a Project |
| December 18, 2012 Tuesday | Mid Year Reflection and Projection of Long Range Goals | Write From the Beginning Examining student work from mini-lessons |
| January 8, 2013 Tuesday | Reading: <u>Explicit Direct Instruction (EDI): The power of well-crafted, well-taught lesson</u> by Hollingsworth, J.R. and Ybarra, S.E. | Collaborative Planning TBD |
| January 15, 2013 Tuesday | GATE: Identifying and differentiating instruction for GATE and High Achieving students. | Grade level collaboration for differentiating instruction for GATE and High Achieving students |
| January 22, 2013 Tuesday | RTI focus: Attendance, Academic and Attitude | Backwards Planning LPA 3 |
| January 29, 2013 Tuesday | PE: Teaching to the Physical Education Standards | Backwards Planning Math Periodic Assessment 3 |
| February 5, 2013 Tuesday | Access to Core (Module 4) | Write From the Beginning Mini- Lesson |
| February 12, 2013 Tuesday | Differentiated Instruction/ Universal Access At-Risk; GATE; ELL; SEL | Collaborative Planning regarding Differentiated Instruction/Universal Access |
| February 19, 2013 Tuesday | CWT 9-week Reflection | Test – Prep |
| February 26, 2013 Tuesday | DIBELS – MOY Now What? | Collaborative Planning TBD |
| March 5, 2013 Tuesday | AEMP | Literacy/ Math Night |
| March 12, 2013 Tuesday | Technology <u>Explicit Direct Instruction (EDI): The power of well-crafted, well-taught lesson</u> by Hollingsworth, J.R. and Ybarra, S.E. | Collaborative Planning Designing a Technology lesson that supports instruction |
| March 19, 2013 Tuesday | Access to Core (Module 5) | Treasures Unit 5 Planning |
| April 2, 2013 Tuesday | Technology | Differentiated Instruction/ Universal Access |
| April 9, 2013 Tuesday | Test – Taking Strategies and Protocol | Write From The Beginning |
| April 16, 2013 Tuesday | AEMP | Collaborative Planning TBD |
| April 23, 2013 Tuesday | The Big Game | ELD Portfolios |

| | | |
|---------------------------|---|---|
| April 30, 2013 Tuesday | CWT 9-week Reflection | Best Practices Lesson Study |
| May 7, 2013 Tuesday | Access to Core (Module 6) | Collaborative Planning TBD |
| May 14, 2013 Tuesday | RTI focus: Attendance, Academic and Attitude | Latino Culture Celebration |
| May 21, 2013 Tuesday | Closing Bulletin Vertical Articulation | Debriefing from Vertical Articulations |
| May 28, 2013 Tuesday | Team-Building Reading: <u>The Adaptive Schools</u> by Garmston, R and Wellman, B A Reflective Practice | Report Cards |
| June 4, 2013 Tuesday | End of Year Reflection What worked and what didn't? | CUM closing protocol |

5 Year Professional Development Calendar

| School Year | Instructional Focus | Activities |
|-------------|---|--|
| 2012 - 2013 | Professional Learning Communities | <ul style="list-style-type: none"> • Book Study • Grade-level Collaboration • Model Lesson • Action Research • Collegial Inquiry • National Board Certification • Student Teaching Supervisors • Mentor Teachers |
| 2013 - 2014 | Professional Learning Communities – Continuing the work Constructivism and Project Based Learning and Differentiated Instruction | Collaborative Planning and Lesson Study |
| 2014 - 2015 | Polishing the Stone | |
| 2015 - 2016 | Development of “Expert” Teachers within our staff | |
| 2016 - 2017 | Development of Units of Study | |

Waiver Identification Form

School Site: Western Avenue Elementary School

Proposed School/Design Team Name: Western Avenue Elementary School

Proposed Governance Model (mark all that apply):

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

Waiver Request:

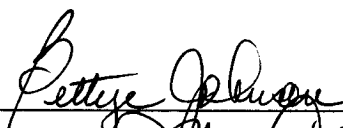
- Methods of improving pedagogy
- Curriculum
- Assessments
- Scheduling
- Internal organization (e.g., SLCs)
- Professional development
- Budgeting control
- Mutual consent requirement for employees
- Teacher assignments*
- Staff appointments (e.g., department chairs)*
- Discipline & codes of conduct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

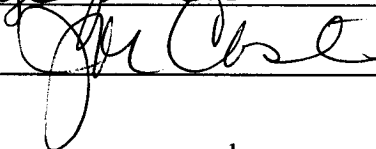
*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**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: 2/6/12

UTLA Chapter Chair/Rep:  Date: 2/6/12