



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):

Robert Fulton College Preparatory School
Raquel George, Principal

Address: 7477 Kester Avenue
 Van Nuys, CA. 91405

Phone Number: (818) 947-2101

Website (if applicable): Fultonprep.net

Email Address: rgeorge@lausd.net

School site for which your team is submitting a Letter of Intent: Robert Fulton College Preparatory School

Grade configuration of your school: Grades 6 – 12

School model for which you are applying:

- ☒ Traditional (modified)
 ☐ Pilot
 ☐ ESBMM
 ☐ Network Partner
 ☐ Affiliated Charter
 ☐ Independent Charter

*LIS
 R. George
 9/6/12*

Please respond:

- Are you planning to operate more than one school on the campus?
- If yes, how many schools are you proposing to operate?
- If yes, will they all operate under separate CDS codes?

- No
- N/A
- N/A

School calendar-- please provide the following dates:

- First and last date of instruction?
- Winter recess dates
- Spring recess dates

- August 7, 2012 – June 13, 2013
- December 14, 2012 - January 25, 2013
- March 25, 2013 – April 1, 2013

THESE ARE TENTATIVE DATES.



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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Cole, Sonya		818 947-2100	Sco4901@lausd.net	Fulton College Prep.
2. Cynkin-Hardy, Lisa		818 947-2100	Lmc6601@lausd.net	Fulton College Prep.
3. Gaffney, William		818 947-2100	Wxg5081@lausd.net	Fulton College Prep.
4. George, Raquel		818 947-2100	rgeorge@lausd.net	Fulton College Prep.
5. Godinez-Ali, Joanne		818 947-2100	Joanne.godinez@lausd.net	Fulton College Prep.
6. Gardine, Kathleen		818 947-2100	Klg55341@lausd.net	Fulton College Prep.
7. Hamrick, John		818 947-2100	jhamrick@lausd.net	Fulton College Prep.
8. Harris, Karen		818 947-2100	Kah0421@lausd.net	Fulton College Prep.
9. Kamin, Marlene		818 947-2100	mrk4711@lausd.net	Fulton College Prep.
10. Kay, Marcie		818 947-2100	Mak2477@lausd.net	Fulton College Prep.
11. Leserman, Amy		818 947-2100	Aw16753@lausd.net	Fulton College Prep.
12. Mackenzie, Rebecca		818 947-2100	Rjm0549@lausd.net	Fulton College Prep.
13. Merritt, Patricia		818 947-2100	Pbm0844@lausd.net	Fulton College Prep.
14. Pearson, Phillip		818 947-2100	ppearson@lausd.net	Fulton College Prep.
15. Potell, Lawrence		818 947-2100	Lip4378@lausd.net	Fulton College Prep.
16. Rao, Meera		818 947-2100	mrso@lausd.net	Fulton College Prep.
17. Rodriguez, Victor		818 947-2100	vrodiga@lausd.net	Fulton College Prep.
18. Saldana, Victor		818 947-2100		Fulton College Prep.
19. Steinberg, Dorie		818 947-2100	Dms4581@lausd.net	Fulton College Prep.
20. Uceda, Yuri		818 947-2100	Ygu0794@lausd.net	Fulton College Prep.

(Please add lines and pages as necessary)

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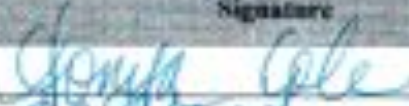
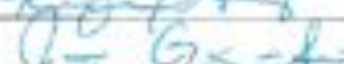
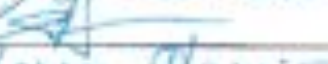
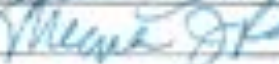
(Please add lines and pages as necessary)



PSC 3.0 Commitments and Expectations Form

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

Applicant Team Name/Organization	Robert Fulton College Preparatory Design Team
Name of Team Representative	Raquel George, Principal
Signature of Team Representative	

Design Team Member Name	Signature
Cole, Sonya	
Cynkin-Hardy, Lisa	
Gaffney, William	
George, Raquel	
Gedinez-Ali, Joanne	
Gurdine, Kathleen	
Hamrick, John	
Harris, Karen	
Kamin, Marlene	
Kay, Marcy	
Lesserman, Amy	
Mackenzie, Rebecca	
Merritt, Patricia	
Montenegro, Karla	
Pearson, Phillip	
Potell, Lawrence	
Rao, Meena	



PUBLIC SCHOOL CHOICE MOTION

Recinos, Eduardo	
Rodriguez, Victor	<i>Victor Rodriguez</i>
Saldana, Victor	<i>Victor Saldana</i>
Steinberg, Dorie	<i>Dorie Steinberg</i>
Uceda, Yuri	<i>Yuri Uceda</i>

ASSURANCES FORM

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

☒ Traditional (modified)		☐ Pilot		☐ Network Partner		☐ ESBMM	
☐ Independent Charter		☐ Affiliated Charter					
Name of School Robert Fulton College Preparatory School				Name of Applicant Group/Applicant Robert Fulton College Preparatory School			
Lead Applicant Raquel George		Title of Lead Applicant Principal					
Mailing Address 7477 Kester Avenue, Van Nuys, CA 91405							
Phone Number 818 947-2100		Fax Number 818 994-2284					
Email Address rgeorge@lausd.net		Website (if available) fultonprep.net					

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

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

Please check one of the following statements:

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

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

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

3. Assurance of Enrollment Composition Compliance

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

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

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either SIS, SSIS or SIS upon implementation), operating a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process.

procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

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

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

6. Resident Enrollment and Attendance Boundary Compliance

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

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

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

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

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

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

Name of Lead Applicant Raguel George

Title of Lead Applicant Principal

Signature of Lead Applicant 

Date November 17, 2011

Name of Board President* _____

Signature of Board President* _____

Date _____

* The additional name and signature of the Board President is only applicable to organizations with a Board.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Appendix F

Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

Grades 6-8

NAME OF PSC SCHOOL: **ROBERT FULTON COLLEGE PREPARATORY SCHOOL**
Applicant Team Name: **Robert Fulton College Preparatory Design Team**

DEMOGRAPHIC			PERFORMANCE		
Size	Ethnicity	Other Groups	API	Grades 6-8 CST Proficiency	Others
2,313	2010-11 Enrollment				
3	% African-American				
89	% Latino				
2	% Asian				
3	% White				
100	% Free-reduced price lunch (FRPL)				
30	% English Learners (EL)				
14	% Students w/Disabilities				
18	2011 Growth				
10.8	Net API Gain over 5 years				
26	% Proficient ELA 2011				
3	Change from 2010				
16	% Math Proficient				
1	Change from 2010				
9	SWD % Proficient ELA 2011				
11	SWD % Proficient Math 2011				
19	EL % Proficient ELA 2011				
17	EL % Proficient Math 2011				
27	FRPL % Proficient ELA 2011				
23	FRPL % Proficient Math 2011				
24	Latino % Proficient ELA 2011				
21	Latino % Proficient Math 2011				
31	African-American % Proficient ELA 2011				
21	African -American % Proficient Math 2011				
18	Reclassification Rate 2009-2010				
13	Reclassification Rate 2010-2011				
4	Dropout 4 year Rate				
4	4 year Retention Rates for Students Entering 9 th Grade				
4	Graduation Rate Over 4 Years 2011				

- Data of ELs and Students w/Disabilities is based on AYP rates, not API

LOS ANGELES UNIFIED SCHOOL DISTRICT

Appendix F1

Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

Grades 9-11

NAME OF PSC SCHOOL: ROBERT FULTON COLLEGE PREPARATORY SCHOOL

Applicant Team Name: Robert Fulton College Preparatory Design Team

		Grades 9-11 PERFORMANCE																			
		Ethnicity				Other Groups				API		Grades 4-8 CST Proficiency									
3	% African-American																				
38	% Latino																				
2	% Asian																				
3	% White																				
	% Free-reduced price lunch (FRPL)																				
30	%English Learners (EL)																				
14	% Students w/Disabilities																				
18	2011 Growth																				
10.8	Net API Gain over 5 years																				
32	% Proficient ELA 2011																				
3	Change from 2010																				
16	%Math Proficient																				
1	Change from 2010																				
9	SWD % Proficient E LA 2011																				
11	SWD % Proficient Math 2011																				
19	EL % Proficient ELA 2011																				
17	EL % Proficient Math 2011																				
33	FRPL % Proficient ELA 2011																				
5	FRPL % Proficient Math 2011																				
30	Latino % Proficient ELA 2011																				
4	Latino % Proficient Math 2011																				
*	African-American % Proficient ELA 2011																				
*	African-American % Proficient Math 2011																				
18	Reclassification Rate 2009-2010																				
13	Reclassification Rate 2010-2011																				
24	Dropout 4 Year Rate																				
	4 Year Retention for Entering 9 th Grade																				
83	Graduation Rate Over 4 Years																				

- Data of ELs and Students w/Disabilities is based on AYP rates, not API



Robert Fulton College Preparatory 2012-2013 Professional Development Calendar	
AUGUST 2012	JANUARY 2013 (one week)
Summer Institute (7/31 to 8/2) Content-Alike/Grade level (2 Tuesdays) Academy /SLC (1 Tuesday) Academy/SLC (Election to work time) After-school Department Meetings	Content-Alike/Grade level (1 Tuesday) After-school Department Meetings
SEPTEMBER 2012	FEBRUARY 2013
Content-Alike/Grade level (3 Tuesdays) Academy/SLC (Election to work time) All-Day Core Cadre Meetings	Content-Alike/Grade level (2 Tuesdays) Academy/SLC (1 Tuesday) Academy/SLC (Election to work time) All-Day Core Cadre Meetings
OCTOBER 2012	MARCH 2013
Content-Alike/Grade level (4 Tuesdays) Academy /SLC (1 Tuesday) Academy/SLC (Election to work time) After-school Department Meeting	Content-Alike/Grade level (3 Tuesdays) Academy/SLC (Election to work time) After-school Department Meetings
Vertical Articulation—6 th grade/Feeder schools	Vertical Articulation—6 th grade/Feeder schools
NOVEMBER 2012	APRIL 2013
Content-Alike/Grade level (1 Tuesday) Academy /SLC (1 Tuesday) Academy/SLC (Election to work time) All-Day Core Cadre Meetings	Content-Alike/Grade level (3 Tuesdays) Academy /SLC (1 Tuesday) Academy/SLC (Election to work time) All-Day Core Cadre Meetings
DECEMBER 2012	MAY 2013
Content-Alike/Grade level (2 Tuesdays) Academy/SLC (Election to work time) After-school Department Meeting	Content-Alike/Grade level (2 Tuesdays) Academy /SLC (1 Tuesday) Academy/SLC (Election to work time) After-school Department Meeting
	JUNE 2013
	Content-Alike/Grade level (1 Tuesday) Academy /SLC (1 Tuesday) Academy/SLC (Election to work time) All-Day Core Cadre Meetings

Robert Fulton College Preparatory

List of Textbooks to Support Curriculum Waiver (High School ESL Only)

Moore, D., et al (2009). *Hampton-Brown Edge* (Levels B and C). Carmel, CA;

National Geographic.

Regular Day Monday, Non-Pd Tuesday, Wednesday

Period 1	7:50-8:43 am
I&E	8:49-9:19 am
Period 2	9:25-10:18 am
Nutrition	10:18-10:33 am
Period 3	10:39-11:32 am
Period 4	11:38-12:31 pm
Lunch	12:31-1:01 pm
Period 5	1:07-2:00 pm
Period 6	2:06-2:59 pm
Period 7 (optional)*	3:05-3:58 pm

Block Schedule Regular Day

Thursday Periods 2, 4, 6 / Friday Periods 1, 3, 5

Block A	7:50-9:42 am
I&E	9:48-10:18 am
Nutrition	10:18-10:33 am
Block B	10:39-12:31 pm
Lunch	12:31-1:01 pm
Block C	1:07-2:59 pm
Period 7 (optional)*	3:05-3:58 pm

I&E = Intervention and Enrichment

Students

Parents

Education



Robert Fulton College Preparatory School

BELL SCHEDULE

2012-2013

PD

Tuesday PD

Period 1	No I&E Period 7:49-9:04 am
Nutrition	9:09-9:54 am
Period 2	10:00-10:15 am
Period 3	10:21-11:06 am
Period 4	11:12-11:57 am
Lunch	12:03-12:48 pm
Period 5	12:48-1:18 pm
Period 6	1:24-2:08 pm
Period 7*	2:14-2:59 pm
Period 7*	3:05-3:58 pm

Shortened Day

Period 1	7:50-8:37 am
Period 2	8:43-9:30 am
Period 3	9:36-10:23 am
Brunch	10:29-10:59 am
Period 4	11:05-11:52 am
Period 5	11:58-12:45 pm
Period 6	12:51-1:39 pm

Minimum Day

Period 1	7:50-8:26 am
Period 2	8:32-9:08 am
Period 3	9:14-9:50 am
Brunch	9:50-10:20 am
Period 4	10:26-11:02 am
Period 5	11:08-11:44 am
Period 6	11:50-12:27 pm

Block Schedule Minimum Day

Block A	7:50-9:08 am
Brunch	9:08-9:38 am
Block B	9:44-11:02 am
Block C	11:08-12:27 am
Block Schedule Shortened day	
Block A	7:50-9:32 am
Brunch	9:32-10:02 am
Block B	10:08-11:50 am
Block C	11:56-1:39 pm

Policies for Retention and Graduation

Retention

At Robert Fulton College Preparatory, our focus will be to ensure all students promote from one grade level to the next, during their seven year experience. We will provide specific courses and programs to improve students' academic performance and allow them to graduate with their peers.

Graduation Requirements

At RFCP, our goal is to provide opportunities for students to fulfill graduation requirements, qualify for college admission, and prepare them to enter the global workforce. With the support of our PLC assessment cycle and the I & E monitoring, students will complete course work beyond minimum requirements so that they graduate as *Responsible Citizens, Effective Communicators, and Academic Achievers*. We will have high expectations, encouraging students to enroll and pass Advanced Placement classes as well as additional academic electives in the core. We expect all students to meet or exceed the following requirements in order to graduate from RFCP:

- Completion of LAUSD High School Course Requirements (Health, Applied Technology, & Physical Ed.)
- Completion of 230 credits
- Completion of UC/CSU A-G requirements
- Passing both English Language Arts and Math sections of the CAHSEE
- Completion of the Service Learning Project
- End of Senior Year SLC Project

Students scheduled to receive a Certificate of Completion must meet all their IEP goals.

ROBERT FULTON COLLEGE PREPARATORY

STUDENT CODE OF CONDUCT

All students of Robert Fulton College Preparatory School are responsible for conducting themselves in a manner that is appropriate to good citizenship. Student conduct shall be founded on the basic concept of respect, consideration for the rights of others, school policies, and applicable codes and laws.

The philosophy of our faculty and staff is that all students are provided with a safe learning environment, which helps develop a positive concept of themselves, enhance individual potential, and increase respect towards others.

This conduct code is the standard for all Fulton College Preparatory Students. The code was developed to help eliminate confusion about the expectation for appropriate behavior or goals at the school.

- Students are expected to show respect to and behave properly with teachers, school staff, administrators and campus guests at all times.
- Students must use respectful, proper language when speaking to each other and to staff members. Profanity is prohibited at all times.
- Students must carry their student identification (I.D.) cards at all times. If an I.D. is requested, the student must show it to the adult staff.
- Students must maintain a 2.0 G.P.A. for participation in extracurricular or school activities.
- Students must have a valid hall pass or office summons when out of class during instructional time.
- Students may not bring any of the following items to school:
 - Weapons
 - Alcohol, tobacco, cigarettes, matches, lighters, drugs, or drug paraphernalia
 - Paint, markers, or "white-out"
 - Pets
 - Anything that would be considered a safety hazard by school official

Robert Fulton College Preparatory

Job Description for Principal

The Robert Fulton College Preparatory mission is to provide a rigorous, interdisciplinary curriculum, and a personalized learning environment that supports the academic, physical, social, and emotional needs of all students. The principal's job description would align with the mission as well as our vision for students to participate in a rigorous, relevant, and coherent standards-based instructional program within a safe, personalized learning environment so that student grow to be responsible citizens, effective communicators, and academic achievers who are college-prepared and career-ready. In order to meet our mission and vision, the principal's duties would include the following:

- Collaborate with all stakeholders, including teachers, classified staff, parents/community members, and students through the Instruction and Governance Council, and parent advisory councils to implement the school's mission and vision.
- Supervise the instructional program by focusing on teaching and learning through guidance, supervision and assistance of instructional practices and curriculum development
- Oversee the master schedule to ensure all student have equal access to the curriculum and that they graduate college-prepared
- Develop and monitor school-wide professional development to meet the needs of the instructional program
- Implement the cycle of continuous program improvement to identify goals for increased student achievement
- Monitor school-wide budgets, including categorical and grant funds that are aligned to our SPSA and WASC action plan.
- Maintain a positive school environment that ensures the safety, health, and welfare of students and staff members.
- Respect and respond to the needs of the various cultural groups in the school community
- Develop a school community of informed and empowered teachers, classified staff, parents/community members, and students who collaboratively work to support the instructional program.

Waiver Identification Form

School Site: Robert Fulton College Preparatory School

Proposed School/Design Team Name: Robert Fulton College Preparatory Design Team

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**: <u>Hiring out of Priority List</u> |
| ☐ 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.

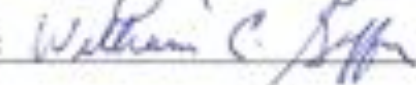
Approval Signature:

Principal/Administrator:



Date: 2/6/12

UTLA Chapter Chair/Rep:



Date: 2/6/12

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

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

Date: February 6, 2012

School/Office: Robert Fulton College Preparatory Local District/Division: Local District 2

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

Article XIII

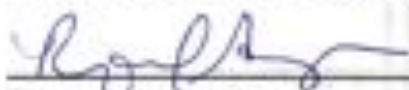
Waiver Description: (Describe the actions that require a waiver)

Robert Fulton College Prep will use the reemployment list to select and interview teachers. However, in cases where there are eight or fewer individuals on the priority placement list to meet the needs of a vacancy and select, we will interview and select from the eight candidates on the RIF list with the earliest seniority dates.

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

This will allow us to increase the opportunity to place a highly qualified teacher in the classroom to better meet the needs of the school community.

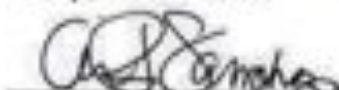
Requesting Administrator's Approval:



Principal/Administrator

2/6/12

Date



Local District Supt/Division Head/Designee

2-6-12

Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056

ROBERT FULTON COLLEGE PREPARATORY SCHOOL

Public School Choice 3.0 Performance Plan

PSC School Site: **Robert Fulton College Preparatory GRADES 6-8**

Design Team Name: **Robert Fulton CP Design Team**

	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%	43%	34%	See Attachment P1	See Attachment P1	27%	22%
	English Learners	77%	77%	62%			50%	40%
	Special Education	85%	84%	67%			54%	43%
	African American	45%	33%	26%			21%	17%
	Latino	47%	45%	36%			29%	23%
	White	33%	31%	25%			20%	16%
	Asian	43%	42%	34%			27%	22%
	Economically Disadvantaged	45%	42%	34%			27%	22%
2	% of all students scoring Prof or Adv	22%	26%	37%	See Attachment P1	See Attachment P1	41%	45%
	*English Learners	17%	19%	27%			30%	33%
	*Special Education	8%	9%	18%			20%	22%
	African American	21%	31%	48%			53%	58%
	Latino	20%	24%	35%			39%	43%
	White	44%	42%	62%			68%	75%
	Asian	39%	29%	55%			61%	67%
	Economically Disadv.	22%	27%	37%			41%	45%
CST MATH								
3	% of all students scoring FBB/BB	58%	55%	44%	See Attachment P1	See Attachment P1	35%	28%
	English Learners	77%	79%	63%			50%	40%
	Special Education	82%	85%	68%			54%	43%
	African American	70%	61%	49%			39%	31%
	Latino	58%	55%	44%			35%	28%
	White	64%	55%	44%			35%	28%
	Asian	56%	63%	50%			40%	32%
	Economically Disadv.	57%	54%	43%			34%	27%
4	% of all students scoring Prof or Adv	20%	23%	33%	See Attachment P1	See Attachment P1	36%	40%
	*English Learners	18%	17%	25%			28%	31%
	*Special Education	10%	11%	20%			22%	24%
	African American	17%	21%	28%			31%	34%
	Latino	19%	21%	31%			34%	37%
	White	24%	32%	46%			51%	56%
	Asian	17%	35%	48%			53%	58%
	Economically Disadv.	20%	23%	34%			37%	41%

	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
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	18%	13%	20%	See	See	22%	24%
8	% EL Students Scoring Proficient on CELDT	55%	43%	60%	Attachment P1	Attachment P1	68%	73%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	CAHSEE Pass Rate (10 th grade)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	% Students in A-G Courses Receiving Grade of C or Higher	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	% Graduates Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RETENTION RATE (high schools only)								
	# First Time 9 th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Retained 9 th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CULTURE / CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	95%	95%	96%			97%	98%
14	Attendance Rate for All Staff	92%	95%	96%	See	See	97%	98%
15	Number of Suspensions	296	335	168	Attachment P1	Attachment P1	118	83
16	School Experience Survey: % Parents Participating	19%	17%	25%			50%	75%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	38%	31%	45%			50%	75%
18	Culture or Mission-Specific indicator							
19	Culture or Mission-Specific indicator							
20	Culture or Mission-Specific indicator							

* Only data for ELs and Students w/Disabilities is based on AYP proficiency rates, instead of API

Robert Fulton College Preparatory
Design Team Name

November 17, 2011
Date


Applicant Team Representative


Local District Superintendent

Indicators		Year 1: Goal / Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
CST ELA				
1	% of all students scoring PTHR/TH	34%	- PD series focusing on RTI's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention - PD and school-wide implementation of Martinez's Instructional Strategies - Intervention ELA classes during school day - Balanced Traditional Calendar to reduce gaps in instructional sequence - Eldest to work agreement hours dedicated to developing the academics and SLCs - Access to Core Coach supporting English Learners - Design Intervention and Enrichment Program (I & E) - Create academics to personalize learning and increase student engagement	- Increase in percentage of students making "C" or better in ELA classes - Increase in percentage of EL students scoring Proficient on CELDT - Increase in percentage of students reclassifying as Fluent English Proficient - Increase in percentage of students with 96% or higher attendance rate - Increase in AYP - Increase in percentages of students scoring Proficient and Advanced on CST - Increase in ELA proficiency for Long Term ELs
2	% of students scoring Prof or Adv	37%	- PD series focusing on RTI's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention - PD and school-wide implementation of Martinez's Instructional Strategies - Intervention ELA classes during school day - Balanced Traditional Calendar to reduce gaps in instructional sequence - Eldest to work agreement hours dedicated to developing the academics and SLCs - Access to Core Coach supporting English Learners - Design Intervention and Enrichment Program (I & E) - Development of interdisciplinary projects - Create academics to personalize learning and increase student engagement	- Increase in number of students making "C" or better in ELA classes - Increase in number of EL students scoring Proficient on CELDT - Increase in number of students reclassifying as Fluent English Proficient - Increase in percentage of students with 96% or higher attendance rate - Increase in number of students identified Gifted - Increase in AYP - Increase in percentages of students scoring Proficient and Advanced on CST
CST MATH				
3	% of all students scoring PTHR/TH	44%	- PD series focusing on RTI's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention - PD and school-wide implementation of Martinez's Instructional Strategies	- Increase in percentage of students making "C" or better in Math classes - Increase in percentage of students with 96% or higher attendance rate

	Special Education Asian American Latino White Asian Economically Disadvantaged	68% 49% 44% 44% 50% 43%	- Intervention Math classes during school day - Balanced Traditional Calendar to reduce gaps in instructional sequence - Eldest to work supplement hours dedicated to developing the academics and SLCA - Design Intervention and Enrichment Program (I & E) - Create academics to personalize learning and increase student engagement	- Increase in APY - Increase in percentages of students scoring Proficient and Advanced on CST - Increase in percentage of students passing Algebra End of Course Exam
4	% of all students scoring Prof or Adv English Learner Special Education African American Latino White Asian Economically Disadvantaged	33% 23% 20% 28% 31% 46% 48% 34%	- PD series focusing on RTT: Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention - PD and school-wide implementation of Martinez's Instructional Strategies - Intervention ELA classes during school day - After school tutoring program for ELs - Balanced Traditional Calendar to reduce gaps in instructional sequence - Eldest to work supplement hours dedicated to developing academics and SLCA - Design Intervention and Enrichment Program (I & E) - Create academics to personalize learning and increase student engagement	- Increase in percentage of students making "C" or better in Math classes - Increase in percentage of students with 90% or higher attendance rate - Increase in APY - Increase in percentages of students scoring Proficient and Advanced on CST - Increase in percentage of students passing Algebra End of Course Exam

ENGLISH LEARNERS (EL)

7	Reclassification Rate	20%	- PD series focusing on RTT: Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention - PD and school-wide implementation of Martinez's Instructional Strategies - Intervention ELA classes during school day - After school tutoring program for ELs - Balanced Traditional Calendar to reduce gaps in instructional sequence - Eldest to work supplement hours dedicated to developing academics and SLCA - Access to Core Coach supporting English Learners - Design Intervention and Enrichment Program (I & E) - Create academics to personalize learning and increase student engagement	- Increase in percentage of students making "C" or better in ELA classes - Increase in percentage of students "C" or better in ESL classes - Increase in percentage of EL students scoring Proficient on CELDT - Increase in percentage of students reclassifying as Fluent English Proficient - Increase in percentage of students with 90% or higher attendance rate - Increase in percentages of students scoring Proficient and Advanced on CST
8	% EL Students Scoring Prof on CELDT	66%	- PD series focusing on RTT: Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention - PD and school-wide implementation of Martinez's Instructional Strategies - Intervention ELA classes during school day - After school tutoring program for ELs - Balanced Traditional Calendar to reduce gaps in instructional sequence	- Increase in percentage of students making "C" or better in ELA classes - Increase in percentage of students "C" or better in ESL classes - Increase in percentage of EL students scoring Proficient on CELDT - Increase in percentage of students with 90% or higher attendance rate

			• Direct to work agreement hours dedicated to developing academics and SELCs • Access to Case Coach supporting English Learners • Design Intervention and Enrichment Program (I & E) • Create academics to personalized learning and increase student engagement	• Increase in percentage of students scoring Proficient and Advanced on CST
GRADUATION (high schools only)				
NOT APPLICABLE				
RETENTION RATE (high schools only)				
NOT APPLICABLE				
CULTURE / CLIMATE & MISSION SPECIFIC				
13	Attendance Rate for Students	90%	• Increase percentage of all staff with 90% attendance rate • Increase number of school extracurricular activities • Develop positive behavior program • Develop attendance incentive program • Develop and increase parent communications • Ongoing monitoring of early morning attendance rates • Create academics to personalized learning and increase student engagement	• Decrease in number of students with Attendance Early Warning Alerts • Increase monthly attendance rates
14	Attendance Rate for All Staff	90%	• Regularly recognize staff with 90% attendance • Establish staff attendance goals • Monitor and publish monthly staff attendance rate	• Increase in staff attendance rate • Decrease in substitute teachers
15	Number of Suspensions	100	• RTD series focusing on RTI Behavioral Intervention • Establish a Positive Behavior Support Plan • Implement a positive behavior recognition/reward system • Increase parent contact / involvement • Provide counseling • Develop Peer Mentor Program • Develop and implement Behavior Plans • Increase extracurricular opportunities • Provide students with Student Code of Conduct and Progressive Discipline information	• Decrease in number of suspensions • Decrease in referrals to the Dean
16	School Experience Survey: % Parents Participating	25	• Parent communications / outreach • Parent involvement opportunities • Parent Center activities • Parent education classes	• Increase in parent participation on School Experience Survey • Increase number of parents attending Back to School Night and Parent Conferences • Increase number of parents attending Coffee with the Principal

			• Increase the number of parents attending Parent Education classes
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	45	• Parent Welcome Center • Parent communications / newsletters • Parent involvement opportunities at flexible times • Parent Center activities • Parent education classes • Language translations (verbal and written)
			• Increase in parent participation on School Experience Survey • Increase number of parents attending Back to School Night and Parent Conferences • Increase number of parents attending Coffee with the Principal • Increase the number of parents attending Parent Education classes

* Only data for ELs and Students w/Disabilities is based on AYP proficiency rates, instead of API

Public School Choice 3.0 Performance Plan

PSC School Site: **Robert Fulton College Preparatory (9-11)**

Design Team Name: **Robert Fulton CP Design Team**

	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	31%	30%	24%	See Attachment P2	See Attachment P2	19%	15%
	English Learners	73%	73%	58%			46%	37%
	Special Education	79%	72%	58%			46%	37%
	African American	*	*	*			*	*
	Latino	33%	30%	24%			19%	15%
	White	26%	23%	18%			14%	11%
	Asian	30%	27%	22%			18%	14%
	Economically Disadvantaged	31%	29%	23%			18%	14%
2	% of all students scoring Prof or Adv	32%	32%	37%	See Attachment P2	See Attachment P2	41%	45%
	*English Learners	2%	2%	27%			30%	33%
	**Special Education	8%	9%	18%			20%	22%
	African American	*	*	*			*	*
	Latino	32%	30%	35%			39%	43%
	White	39%	53%	62%			68%	75%
	Asian	69%	68%	55%			61%	67%
	Economically Disadv.	32%	33%	37%			41%	45%
CST MATH								
3	% of all students scoring FBB/BB	71%	67%	54%	See Attachment P2	See Attachment P2	43%	34%
	English Learners	94%	99%	79%			63%	50%
	Special Education	95%	89%	71%			57%	46%
	African American	*	*	*			*	*
	Latino	73%	71%	57%			46%	37%
	White	66%	53%	42%			34%	27%
	Asian	62%	43%	34%			27%	22%
	Economically Disadv.	71%	67%	54%			43%	34%
4	% of all students scoring Prof or Adv	6%	5%	33%	See Attachment P2	See Attachment P2	36%	40%
	*English Learners	0%	1%	25%			28%	31%
	**Special Education	10%	11%	20%			22%	24%
	African American	*	*	*			*	*
	Latino	6%	4%	28%			31%	34%
	White	5%	0%	46%			51%	56%
	Asian	19%	26%	48%			53%	58%
	Economically Disadv.	6%	5%	34%			37%	41%

	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
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	18%	13%	20%	See	See	22%	24%
8	% EL Students Scoring Proficient on CELDT	55%	45%	60%	Attachment P2	Attachment P3	68%	73%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	58%	69%	76%			84%	92%
10	CARDIE Pass Rate (10 th grade)	67%	68%	75%	See	See	83%	92%
11	% Students in A-G Courses Receiving Grade of C or Higher	29%	28%	31%	Attachment P2	Attachment P3	34%	37%
12	% Graduates Meeting A-G Requirements	29%	29%	32%	P2	P2	35%	39%
RETENTION RATE (high schools only)								
	# First Time 9 th Graders	258	274	260	See	See	260	260
	% Retained 9 th Graders	23%	21%	19%	Attachment P2	Attachment P3	17%	16%
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	95%	95%	96%			97%	98%
14	Attendance Rate for All Staff	92%	95%	96%	See	See	97%	98%
15	Number of Suspensions	59	64	58	Attachment P2	Attachment P3	52	47
16	School Experience Survey: % Parents Participating	19%	17%	25%	P2	P2	50%	75%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	58%	31%	45%			50%	75%
18	Culture or Mission-Specific Indicator							
19	Culture or Mission-Specific Indicator							
20	Culture or Mission-Specific Indicator							

Robert Fulton College Preparatory
Design Team Name

November 17, 2011
Date


Applicant Team Representative


Local District Superintendent

Public School Choice 3.0 Performance Plan

PSC School Site: **Robert Fulton College Preparatory (GRADES 9-11)**
Design Team Name: Robert Fulton CP Design Team

Indicators	Year 1: Goal / Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
CST ELA			
1 % of all students scoring Prof or Adv English Learners Special Education African American Latino White Asian Economically Disadvantaged	24% 58% 58% + 24% 18% 22% 22%	• PD series focusing on RTI: Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Martinez's Instructional Strategies • Intervention ELA classes during school day • Intervention CAHSIE classes during school day • Reduced Traditional Calendar to reduce gaps in instructional sequence • Eldest to work agreement hours dedicated to developing academics and SLCs • Access to Core Coach supporting English Learners • Design Intervention and Enrichment Program (I & E) • Create Choices Preparatory Academy, SLCs, and pathways to personal learning and increase student engagement	• Increase in percentage of students making "C" or better in ELA courses • Increase in percentage of CAHSIE pass and proficiency rates • Increase ELA proficiency of Long-Term ELs • Increase in percentage of students with 90% or higher attendance rate • Increase in AP • Increase in percentage of students earning credits for promotions • Increase in percentages of students scoring Proficient and Advanced on CST
2 % of students scoring Prof or Adv English Learners Special Education African American Latino White Asian Economically Disadvantaged	37% 27% 18% + 35% 62% 55% 37%	• PD series focusing on RTI: Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Martinez's Instructional Strategies • Intervention ELA classes during school day • Intervention CAHSIE classes during school day • Reduced Traditional Calendar to reduce gaps in instructional sequence • Eldest to work agreement hours dedicated to developing academics and SLCs • Access to Core Coach supporting English Learners • Design Intervention and Enrichment Program (I & E) • Development of interdisciplinary projects • Create Choices Preparatory Academy, SLCs, and pathways to personal learning and increase student engagement	• Increase in percentage of students making "C" or better in A-G courses • Increase in number of students re-enrolling in Parent English Proficient • Increase in percentage of students with 90% or higher attendance rate • Increase in AP • Increase in percentage of students scoring Proficient and Advanced on CST

CST MATH

3	% of all students scoring PROF or ADE	54%	• PD series focusing on RTI, Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Martinez's Instructional Strategies • Intervention Math classes during school day • Intervention CAHSEE classes during school day • Balanced Traditional Calendar to reduce gaps in instructional sequence • Eldest to work agreement hours dedicated to developing academics and SLCA • Design Intervention and Enrichment Program (I & E) • Create Choices Preparatory Academy, SLCA, and pathways to personalize learning and increase student engagement	• Increase in percentage of students making "C" or better in Math classes • Increase in percentage of CAHSEE pass and proficiency rates • Increase in percentage of students with 96% or higher attendance rate • Increase in API • Increase in percentage of students earning credits for promotion • Increase in percentage of students scoring Proficient and Advanced on CST
4	% of all students scoring PROF or ADE	33%	• PD series focusing on RTI, Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Martinez's Instructional Strategies • Intervention Math classes during school day • Intervention CAHSEE classes during school day • Balanced Traditional Calendar to reduce gaps in instructional sequence • Eldest to work agreement hours dedicated to developing academics and SLCA • Design Intervention and Enrichment Program (I & E) • Create Choices Preparatory Academy, SLCA, and pathways to personalize learning and increase student engagement	• Increase in percentage of students making "C" or better in A-G courses • Increase in percentage of students with 96% or higher attendance rate • Increase in API • Increase in percentage of students earning credits for promotion • Increase in percentage of students scoring Proficient and Advanced on CST
ENGLISH LEARNERS (EL)				
7	Reclassification Rate	29%	• PD series focusing on RTI, Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Martinez's Instructional Strategies • Intervention ELA classes during school day • After school tutoring program for ELs • Balanced Traditional Calendar to reduce gaps in instructional sequence • Eldest to work agreement hours dedicated to developing academics and SLCA • Assess to Use Coach supporting English Learners • Design Intervention and Enrichment Program (I & E) • Create Choices Preparatory Academy, SLCA, and pathways to personalize learning and increase student engagement	• Increase in percentage of students making "C" or better in ELA classes • Increase in percentage of students "C" or better in ESL classes • Increase in percentage of EL students scoring Proficient on CELDT • Increase in percentage of students reclassifying as Fluent English Proficient • Increase in percentage of students with 96% or higher attendance rate • Increase in percentage of students scoring Proficient and Advanced on CST

8	9. EL Students Scoring Prof on CELLEF	60%	• PD articles focusing on RTT's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Marrano's Instructional Strategies • Intervention ELA classes during school day • After school tutoring program for ELs • Balanced Traditional Calendar to reduce gaps in instructional sequence • Effect to work agreement hours dedicated to developing academics and SLCA • Access to Core Coach supporting English Learners • Design Intervention and Enrichment Program (I & E) • Create Choices Preparatory Academy, SLCA, and pathways to personalized learning and increase student engagement	• Increase in percentage of students making "C" or better in ELA classes • Increase in percentage of students making "C" or better in Advanced ESL classes • Increase in percentage of EL students scoring Proficient on CELLEF • Increase in percentage of students with 90% or higher attendance rate • Increase in percentage of students scoring Proficient and Advanced on CST
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GRADUATION (high schools only)

9	Four Year Cohort Grad Rate	70%	• Create Choices Preparatory Academy, SLCA, and pathways to personalized learning and increase student engagement • Design Intervention and Enrichment Program (I & E) • Increase extracurricular opportunities • Increase parent involvement opportunities • Counseling for at-risk students • College-Career Advisor provides post high school education	• Increase in annual NCLB graduation rate • Decrease in tardancy rate • Increase in percentage of students with 90% or higher attendance rate • Increase in percentage of students earning credits for promotion
10	CAHSEE Pass Rate (10 th Grade)	75%	• PD articles focusing on RTT's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Marrano's Instructional Strategies • Diagnostic CAHSEE to determine intervention needs • CAHSEE Intervention classes during school day • Beyond the Bell CAHSEE preparation program • Effect to work agreement hours dedicated to developing academics and SLCA • Access to Core Coach supports EL students	• Increase in percentage of students making "C" or better in ELA and Math courses • Decrease in number of long-term ELs
11	9. Students in A-G Courses Receiving Grade of C or Higher	51%	• PD articles focusing on RTT's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Marrano's Instructional Strategies • Intervention ELA classes during school day • Intervention Math classes during school day • Balanced Traditional Calendar to reduce gaps in instructional sequence • Effect to work agreement hours dedicated to	• Increase in percentage of students re-enrolling as Fluent English Proficient • Decrease in number of long-term ELs • Increase in percentage of students with 90% or higher attendance rate • Increase in percentage of students earning credits for promotion • Increase in percentages of students scoring Proficient and Advanced on CST

			• developing academics and SELCs • Design Intervention and Enrichment Program (I & E) • Create Choices Preparatory Academy, SELCs, and pathways to personal learning and increase student engagement	
12	9. Graduation Meeting A-C Requirements	32%	• PD series focusing on RIT's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Marzano's Instructional Strategies • Intervention during school day • Create Choices Preparatory Academy, SELCs, and pathways to personal learning and increase student engagement • Counseling support of Individual Graduation Plans	• Increase in percentage of students earning credits for promotion • Increase in percentage of students making a "C" or better in A-C courses
RETENTION RATE (high schools only)				
	# First Time 9 th Graders		• Vertical learning opportunities for 8th and 9th grade teachers • Choices Preparatory Academy activities for grades 8 and 9	• Increase in percent of students choosing to remain at RITCJ for grades 9-11
	9. Retained 9 th Graders	16%	• Choices Preparatory Academy to provide transition opportunities and prepare students for high school • PD series focusing on RIT's Effective 1st Instruction, Progress Monitoring, and Tier 1 Intervention • PD and school-wide implementation of Marzano's Instructional Strategies • Reduced Traditional Calendar to reduce gaps in instructional sequence • Design Intervention and Enrichment Program (I & E) • Intervention during the school day	• Increase in percentage of students making "C" or better in A-C courses • Increase in percentage of students redefining as Priorit English Proficient • Decrease in number of long-term ELs • Increase in percentage of students with 90% or higher attendance rate • Increase in APT • Increase in percentage of students earning credits for promotion • Increase in percentages of students scoring Proficient and Advanced on CST
CULTURE / CLIMATE & MISSION SPECIFIC				
13	Attendance Rate for Students	90%	• Increase percentage of all staff with 90% attendance rate • Increase number of school extracurricular activities • Develop positive behavior program • Develop attendance incentive program • Improve and increase parent communications • Deploying monitoring of early warning attendance rates • Create academics to personal learning and increase student engagement	• Decrease in number of students with Attendance Early Warning Alerts • Increase monthly attendance rates
14	Attendance Rate For All Staff	90%	• Regularly recognize staff with 90% attendance • Establish staff attendance goals • Monitor and publish monthly staff attendance rates • PD series focusing on RIT's Behavior Intervention	• Increase in staff attendance rate • Decrease in substitute teachers • Decrease in number of suspensions

15	Number of Sengcostrans	168	- Establish a Positive Behavior Support Plan - Implement a positive behavior recognition/reward system - Increase parent contact / involvement - Provide counseling - Develop Peer Mentor Program - Develop and implement Behavior Plans - Increase extracurricular opportunities - Provide students with Student Code of Conduct and Inappropriate Discipline Information	Decrease in referrals to the Disc
16	School Experience Survey: 9. Parents Participating	25	- Parent communications / outreach - Parent involvement opportunities - Parent Center activities - Parent education classes	- Increase in parent participation on School Experience Survey - Increase number of parents attending Back to School Night and Parent Conferences - Increase number of parents attending Coffee with the Principal - Increase the number of parents attending Parent Education classes
17	School Experience Survey: 9. Parents Reporting "Often or Always" in category of "Overall School - Involvement"	43	- Parent Welcome Center - Parent communications / outreach - Parent involvement opportunities at flexible times - Parent Center activities - Parent education classes - Language translations (verbal and written)	- Increase in parent participation on School Experience Survey - Increase number of parents attending Back to School Night and Parent Conferences - Increase number of parents attending Coffee with the Principal - Increase the number of parents attending Parent Education classes

ROBERT FULTON COLLEGE PREPARATORY
Public School Choice 3.0

Appendix Q
Faculty, 1

Petition to Vote on Governance Model

Your signature below indicates that you are petitioning for the certificated staff at Fulton College Preparatory to have a vote on the Local Initiative School Model (LIS). This model has been approved by the District and UTLA based on the belief that the teaching professionals and parents at each school are in the best position to assess and address the needs and challenges of our students. It is also based on our commitment to continued improvement in student learning, achievement and quality of instruction.

Name	Signature	Department
1. MARLENE KAMIN	Marlene Kamin	Settle 1
2. Kat Gardine	Kat Gardine	Counseling
3. KEN EUKEN	Ken Euker	ELECTRONICS
4. Bill Gaffney	Bill Gaffney	SCIENCE
5. CAROL ARCHIA	Carol Archia	Dean
6. JOHN HAMRICK	John Hamrick	TEACHER - LITERATURE
7. Dave Stricker	Dave Stricker	Counselor
8. LORRA ELLISON	Lorra Ellison	School Nurse
9. Gray Jay Holman	Gray Jay Holman	Counseling
10. Phillip Pearson	Phillip Pearson	Special Education
11. Joachim Tropper	Joachim Tropper	Spec Ed Teacher
12. R. Brille	R. Brille	Spec Ed Teacher
13. Sheila J. Engman	Sheila J. Engman	Teacher
14. 'Cory' Penu	Cory Penu	Teacher
15. MARA Klingender-Vogt	Mara Klingender-Vogt	Sp. Ed.
16. Amy Lederman	Amy Lederman	ENGLISH
17. Dan Fogarty	Dan Fogarty	Sp Ed
18. ANKA FARUKU	Anka Faruku	Sp Ed.
19. Eva Behr	Eva Behr	science
20. Caroline Yablas	Caroline Yablas	English

January 23, 2012

Petition to Vote on Governance Model

Your signature below indicates that you are petitioning for the certificated staff at Fulton College Preparatory to have a vote on the Local Initiative School Model (LIS). This model has been approved by the District and UTLA based on the belief that the teaching professionals and parents at each school are in the best position to assess and address the needs and challenges of our students. It is also based on our commitment to continued improvement in student learning, achievement and quality of instruction.

Name	Signature	Department
1. Karen Harris	Karen Harris	Inst. Coach
2. Beatriz Du-Gre	Beatriz Du-Gre	Spec. Ed.
3. Juan F. Vasquez	Juan F. Vasquez	English
4. Meena J. Rao	Meena J. Rao	Math
5. Robin Cheyne	Robin Cheyne	Science
6. Lisa Cyrenin-Hardy	Lisa Cyrenin-Hardy	College/Career Adv.
7. Sean Cooper	Sean Cooper	Spec. Ed.
8. Bryant Luba	Bryant Luba	Spec. Ed.
9. John P. Cabrera	John P. Cabrera	Spec. Ed.
10. Dora Elsa Brackley Ochoa	Dora Elsa Brackley Ochoa	English/ESL
11. William J. Grundy	William J. Grundy	Science
12. D. C. Daneyan	D. C. Daneyan	Science
13. Marco Rios	Marco Rios	Social Studies
14. Viviane Netzel	Viviane Netzel	English
15. Bruce Shum	Bruce Shum	Phy. Ed.
16. Linda Ross-Slatz	Linda Ross-Slatz	Counselor
17. Michael Gordon	Michael Gordon	Music
18. John Sanni	John Sanni	PE
19. Lilit Petrosyan	Lilit Petrosyan	Counseling
20.		

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Name	Signature	Department
1. Frank Novell	Frank Novell	Sp. Ed.
2. Fawn Hartz	Fawn Hartz	6 th grade
3. Rose Junco	Rose Junco	6 th grade
4. Brian Prann	Brian Prann	7 th grade
5. Rebecca MacKenzie	Rebecca MacKenzie	Sp. Ed.
6. Laura Bergantien	Laura Bergantien	6 th grade / SL
7. Kevin Orenstein	Kevin Orenstein	6 th grade
8. David Arbagast	David Arbagast	History
9. Luis A. Morison	Luis A. Morison	ATLANTIC
10. Sonya Cole	Sonya Cole	ESL
11. Yuri G. Uceda	Yuri G. Uceda	ESL
12. Gerardo Pantoja	Gerardo Pantoja	World Languages
13. Jeremy Moss	Jeremy Moss	English
14. Juan Monterrosa	Juan Monterrosa	Elective
15. Val Madrid	Val Madrid	History / Sp. Ed.
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Petition to Vote on Governance Model

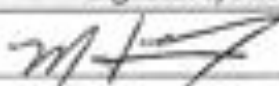
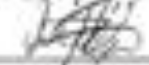
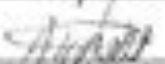
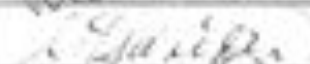
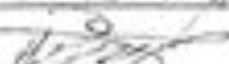
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Name	Signature	Department
1. Patricia Merritt	Patricia Merritt	Out of Classroom
2. Jo Schwartz	Jo Schwartz	Art
3. Jennifer Meyer	Jennifer Meyer	History
4. Paul Davis	Paul Davis	History
5. Kathrina Johnson	Kathrina Johnson	ELA
6. Jean Christensen	Jean Christensen	ELA
7. Jeff M'Carthy	Jeff M'Carthy	Math
8. Neena Rao	Neena Rao	math
9. RAJI DEVI	Raji Devi	English
10. Madine Bash	Madine Bash	ELA
11. Yalina Packer	Yalina Packer	Math
12. Norma DaSilva-Brooks	Norma DaSilva-Brooks	For. Lang. (Spanish)
13. Darren Lazarus	Darren Lazarus	Social Studies
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Petition to Support Vote on Governance Model

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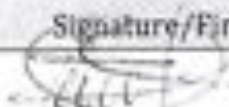
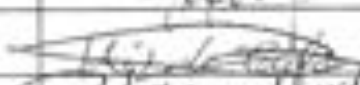
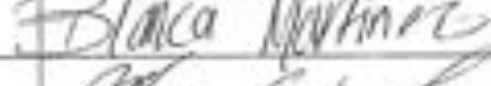
Su firma indica que usted esta peticionando para que los maestros puedan votar en el modelo de gobierno llamado Iniciativa Local Escolar (LIS). Este modelo ha sido aprobado por el Distrito y la Unión de Maestros con la idea de que los maestros y padres de cada escuela están en la mejor posición para asesorar y enfocarse en las necesidades de los estudiantes. También se basa en el compromiso de continuar mejorando el aprendizaje estudiantil y calidad de instrucción.

Name/Nombre	Signature/Firma
1. Martha Ramirez	
2. Saide Mateja	
3. Leliana Hernandez	
4. Angelica Luque	
5. Luz Medina	
6. MARIA MEDINA	
7. Griselda Santos	
8. Roberto Rosales	
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Name/Nombre	Signature/Firma
1. Estela Salazar	
2. Hilda Catalan	
3. Blanca Martinez	
4. Maria Guadalupe Lopez	
5. Mayra Todd	
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Name/Nombre	Signature/Firma
1. <i>Waldi y Marcel Parla</i>	<i>[Signature]</i>
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ROBERT FULTON COLLEGE PREPARATORY
Public School Choice 3.0

Petition to Support Vote on Governance Model

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Student Name/Nombre	Signature/Firma
1. Katherine Chavez	Kathy Chavez
2. Xadani Rodriguez	Xadani Rodriguez
3. Celeste Medina	Celeste Medina
4. Lebalth Gutierrez	Lebalth Gutierrez
5. William Delgado	William Delgado
6. Kevin Lambert	Kevin Lambert
7. Juan Jimenez	Juan Jimenez
8. Allan Chuta	Allan Chuta
9. Karla Montenegro	Karla Montenegro
10. Freddy Gonzalez	Freddy Gonzalez
11. Joselyn Fuentes	Joselyn Fuentes
12. JASMIN MORENO	Jasmin Moreno
13. Kimberly Duron	Kimberly Duron
14. Rachel Mendez	Rachel Mendez
15. Maria Reina	Maria Reina

16. Frida Barrera

17. Valeria Trujillo

January 23, 2012

18. Monica Chavez

19. Nicole Villan

Frida Barrera

Valeria Trujillo

Monica Chavez

Nicole Villan

ROBERT FULTON COLLEGE PREPARATORY
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Student Name/Nombre	Signature/Firma
1. Daniel Rivas	Daniel Rivas
2. Juan Romero	Juan Romero
3. Jose Angel Acellano	José Angel Acellano
4. Carlos Gonzalez	Carlos Gonzalez
5. Jerry Navarrete	Jerry Navarrete
6. Kimberly Guardado	Kimberly Guardado
7. George Maldonado	George Maldonado
8. Maria Barrera	Maria Barrera
9. Miguel Gonzalez	Miguel Gonzalez
10. Rudy Cole	Rudy Cole
11. Leslie Mancera	Leslie Mancera
12. Stacy Martinez	Stacy Martinez
13. Beverly Carreón	Beverly Carreón
14. Isaac Lopez	Isaac Lopez
15. Cynthia Rojas	Cynthia Rojas

16. ~~Isaac Lopez~~ JESSICA ESCOBAR

matilde Garcia

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Student Name/Nombre	Signature/Firma
1. Mercedes Serrano	Mercedes Serrano
2. Brenda Loza	Brenda Loza
3. Terzyan Karapet	Terzyan Karapet
4. Ashley Martinez	Ashley Martinez
5. Tamey Jo Gaston	Tamey Jo Gaston
6. Marisa Amos	Marisa Amos
7. R. Lynn Wilson	R. Lynn Wilson
8. Niki Lopez	Niki Lopez
9. Gabrielle Luna	Gabrielle Luna
10. Gresser Rivera	Gresser Rivera
11. Mildred Aragon	Mildred Aragon
12. Roxana Calderon	Roxana Calderon
13. Tania Hernandez	Tania Hernandez?
14. Hiliana Cervantes	Hiliana Cervantes
15. XXXXXXXXXXXX	

Person ID	Lastname Firstname	Job text	PA
629603	ALMAGUER, SILVIA	SECONDARY TEACHER	2UTK
711676	ARBOGAST, DAVID	ELEMENTARY TEACHER	2UTK
619300	ARDOCHA, CAROL	ELEMENTARY TEACHER	2UTK
804599	AYBAR, CARMEN	SECONDARY TEACHER	2UTK
758808	BAIK, SOO	SECONDARY TEACHER	2UTK
806116	BALL, BEVERLY	ELEMENTARY TEACHER	2UTK
698561	BEHR, EVA LISA	SECONDARY TEACHER	2UTK
760075	BERGANTINO, LAURA	ELEMENTARY TEACHER	2UTK
798975	BONILLA, RAYMOND	SPECIAL EDUCATION TEACHER	2UTK
710663	BRONAKOWSKA, AGATA	SECONDARY TEACHER	2UTK
736102	BRONAKOWSKI, PAWEL	SECONDARY TEACHER	2UTK
673811	BROOKS, NORMA	SECONDARY TEACHER	2UTK
804387	BUSH, MAXINE	SECONDARY TEACHER	2UTK
967157	CABRERA, JOHN	SMH CLINICIAN	
710644	CAMPBELL, JOHN	SECONDARY TEACHER	2UTK
756279	CHEYNE, ROBIN	SECONDARY TEACHER	2UTK
771384	CHRISTENSEN, JEAN	SECONDARY TEACHER	2UTK
794901	COLE, SONYA	SECONDARY TEACHER	2UTK
1006054	COOPER, SEAN	SPECIAL EDUCATION TEACHER	2UTK
656601	CYNKIN, LISA	SECONDARY TEACHER	2UTK
954992	DANIYAN, OLAJUMOKE	SECONDARY TEACHER	2UTK
609292	DAVERSA, DIANE	ELEMENTARY TEACHER	2UTK
586695	DAVIS, PAUL	SECONDARY TEACHER	2UTK
1038283	DENNIS, KAASA	SPECIAL EDUCATION TEACHER	2UTK
696388	DIAZ GARCIA, BEATRIZ	SPECIAL EDUCATION TEACHER	2UTK
767546	DONAT, RAJI	SECONDARY TEACHER	2UTK
562602	ELLISON, LORNA	SCHOOL NURSE	
664322	ERIKSSON, MARIA	SECONDARY TEACHER	2UTK
780569	EUKEN, KENNETH	SECONDARY TEACHER	2UTK
985945	FARUKU, ANILA	SPECIAL EDUCATION TEACHER	2UTK
727374	FATAH, FREDDA	ELEMENTARY TEACHER	2UTK
805081	GAFFNEY, WILLIAM	SECONDARY TEACHER	2UTK
800172	GARTON, CHRISTOPHER	SECONDARY TEACHER	2UTK
666432	GLOE, EDITH	SECONDARY TEACHER	2UTK
723352	GORDON, MICHAEL	SECONDARY TEACHER	2UTK
697708	GRANDI, WILLIAM	SECONDARY TEACHER	2UTK
790203	GRAY BASTON, TAMARA	SECONDARY TEACHER	2UTK
1038673	GRUNWALD, SCOTT	Sr Instructor, JROTC	2USX
725534	GURDINE, KATHLEEN	Couns, Secondary	2UTK
623529	HAMRICK, JOHN	TCHRS, LIBR MEDIA	2UTK
720421	HARRIS, KAREN	Instrnl Coach, Sec	2UTK
308478	HARTZ, FAWN	ELEMENTARY TEACHER	2UTK
800499	HENDERSON, TONYA	SECONDARY TEACHER	2UTK
764792	HERNANDEZ, MARITZA	SECONDARY TEACHER	2UTK
956831	HOLTZMAN, MATTHEW	SECONDARY TEACHER	2UTK
672514	JAGHELIAN, GREG	Couns, Secondary	2UTK
758862	JOHNSON, KATHIRINA	SECONDARY TEACHER	2UTK
712152	JUNIO, ROSE	ELEMENTARY TEACHER	2UTK
214711	KAMIN, MARLENE	ADVSr, CTEGORCL PGM	2UTK
574884	KAUFMAN, GREY	SECONDARY TEACHER	2UTK
672472	KAY, MARCIE	SECONDARY TEACHER	2UTK

UTLA

LIS Vote

2/6/12

747720	KLINGENDER VAGHI, MARIA	SPECIAL EDUCATION TEACHER	2UTK
795081	LANDAZURI, JESUS	TOHR, MATHEMATICS, FOUNDATI	2UTK
771268	LAZARIUS, DARREN	SECONDARY TEACHER	2UTK
316753	LESERMAN, AMY	SECONDARY TEACHER	2UTK
668733	LEVINE, DANIEL	SECONDARY TEACHER	2UTK
711924	LOCKETT, KOCHILT	SPECIAL EDUCATION TEACHER	2UTK
629769	LUBA, BRYANT	SPECIAL EDUCATION TEACHER	2UTK
800549	MACKENZIE, REBECCA	TOHR, SP ED, RES SPST PRG	2UTK
609238	MADRIGAL, VALERIE	SECONDARY TEACHER	2UTK
432925	MANOLE, CRINA	SECONDARY TEACHER	2UTK
726215	MARONYAN, MARIAM	SECONDARY TEACHER	2UTK
580757	MARZAN, JOEL MARVIN	SECONDARY TEACHER	2UTK
954806	MCCULTY, JEFFREY	SECONDARY TEACHER	2UTK
631858	MEDINA NETZEL, VIVIANE	SECONDARY TEACHER	2UTK
760844	MERRITT, PATRICIA	ASMT, NONCLSRM, PREP	2UTK
772492	MESA, JEREMY	SECONDARY TEACHER	2UTK
651765	MHERYAN, ALMA	ELEMENTARY TEACHER	2UTK
926564	MICHAELS, MICHAEL	SECONDARY TEACHER	2UTK
529499	MONTERROZA, JUAN	TOHR, MATHEMATICS, FOUNDATI	2UTK
809149	MOREJON, LUIS	Sr Instructor, JROTC	2USX
946474	MULDONG, EDELA	SECONDARY TEACHER	2UTK
707425	NEWELL, DERRICK	TOHR, SP ED, RES SPST PRG	2UTK
747222	OGUEJOFOR, MIRIAM	TOHR, SP ED, RES SPST PRG	2UTK
683241	OLEA, DORA	SECONDARY TEACHER	2UTK
711889	ORENSTEIN, KEVIN	ELEMENTARY TEACHER	2UTK
658096	PACKER, GALINA	SECONDARY TEACHER	2UTK
702027	PALMA, GERARDO	SECONDARY TEACHER	2UTK
645401	PEARSON, PHILLIP	TOHR, SP ED, RES SPST PRG	2UTK
800813	PETROSYAN, LILIT	Couns, Secondary	2UTK
684378	POTELL, LAWRENCE	ELEMENTARY TEACHER	2UTK
956691	POWELL, CHRISTINA	SCHOOL PSYCHOLOGIST	
629579	PULLEY, DANNY	SPECIAL EDUCATION TEACHER	2UTK
609073	RAO, MEENA	SECONDARY TEACHER	2UTK
737308	RECTO, JOE ENGEL	ELEMENTARY TEACHER	2UTK
698083	RIDDLE, GLORIA	SECONDARY TEACHER	2UTK
748866	RIDOS, MARCO	SECONDARY TEACHER	2UTK
245190	ROSS SPATZ, LINDA	Couns, Secondary	2UTK
678291	SAINI, JOHN	SECONDARY TEACHER	2UTK
233979	SCHWARTZ, JON	SECONDARY TEACHER	2UTK
257492	SHAPIRO, RHONDA	ELEMENTARY TEACHER	2UTK
295236	SHIEN, BRUCE	SECONDARY TEACHER	2UTK
760458	STEINBERG, DORIE	Couns, Secondary	2UTK
671251	TEUNISSEN, PAMRA	SPECIAL EDUCATION TEACHER	2UTK
539518	TIONGSON ENGNAN, LEILA	SECONDARY TEACHER	2UTK
924594	TOKATLIAN, EJENI	SECONDARY TEACHER	2UTK
611982	TROPPER, JOACHIM	SPECIAL EDUCATION TEACHER	2UTK
780794	UCEDA, YURI	ADVSr, CTEGORCL PGM	2UTK
735485	URIBE, MARIA	SECONDARY TEACHER	2UTK
647803	VARELA, HECTOR	SECONDARY TEACHER	2UTK
789110	VASQUEZ, JUAN	SECONDARY TEACHER	2UTK
723394	VILLEGAS, VILMA	SECONDARY TEACHER	2UTK
679524	VOGT, CAROLE	SECONDARY TEACHER	2UTK

056712	WAN, CARRIE	SECONDARY TEACHER	2UTK
791471	YABLANS, CAROLINE	SECONDARY TEACHER	2UTK
062140	YATES, KAREN	TCHR, SP ED, RES SPST PRG	2UTK

ELECTION TO APPROVE OR DISAPPROVE THE
Robert Fulton College Preparatory
Public School Choice (PSC) Plan 3.0
Providing for a Local Initiative School (LIS) model

BALLOT

UTLA-represented employees
Full-time at Fulton

MARK ONE

I APPROVE THE PSC PLAN WITH THE LIS MODEL. _____

I DO NOT APPROVE THE PSC PLAN WITH THE LIS MODEL. _____