

APPENDIX

PUBLIC SCHOOL CHOICE MOTION

LETTER OF INTENT

The Letter of Intent provides formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the New Campuses or one of the Focus Schools for the school year beginning 2012-2013. A complete Intent to Apply Packet includes a Letter of Intent and a signed PSC Commitments and Expectations form; the complete packet is due no later than **6:00 pm on Thursday, March 31, 2011** and must be submitted to psc@lausd.net. Applicants are required to submit a Letter of Intent in order to be eligible to submit a proposal October 2011. If you have questions regarding the packet, please contact LAUSD at (213) 241-5104.

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)

Local District 7 / United Teachers Los Angeles

Address:

Local District 7, 10616 S. Western Avenue, Los Angeles 90047
UTLA, 3303 Wilshire Boulevard, 10th Floor, Los Angeles 90010

Phone Number:

Local District 7: 323-242-1300
UTLA: 213-487-5560

Website (if applicable)**Email Address:**

Russ Thompson: RLT4802@lausd.net
Christopher Arellano: carearellano@utla.net

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

Augustus Hawkins High School (South Area HS #3)
Business Careers High School

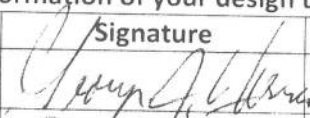
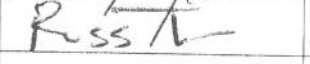
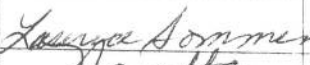
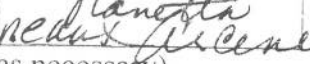
School type for which your team is applying:

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

For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?

Local District 7 and UTLA are applying for all four schools on the site. Each school will have a separate CDS code.

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Dr. George J. McKenna III		323 242-1300	GEORGE.MCKENNA @LAUSD.NET	LD7
2. Russ Thompson		323 242-1492	RLT4802 @LAUSD.NET	LD7
3. Lauriee Sommers		323-242 1338	peany.sommers @lausd.net	LD7
Nanetta Arceneaux		(323) 242- 1341	nanetta.arceneaux @lausd.net	LD7

(Please add lines and pages as necessary)



LETTER OF INTENT (CONTINUED)

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)

Local District 7 / United Teachers Los Angeles

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

Augustus Hawkins High School (South Area HS #3)
Business Careers High School

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

Printed Name	Signature	Phone	Email address	School/Affiliation
5. GEORGE BREWER		323/404-2593	gwb_200200@yahoo.com	Flournoy ES
6. DARUL NARUMATSA		323 242 1314	darul.narumatsa@lausd.net	LD 7
7. CECILIA DUENAS		523-242-1412	cecilia.duenas@lausd.net	LD 7
8. EARL BARNER		323 242 1426	eeb1271@lausd.net	LD 7
9. CHRIS DOWNING		(323) 242-1302	christopherdowning@lausd.net	LD 7
10. MARY JACKSON-FREY		323 242 1375	Mary.Jackson-Frey@lausd.net	LD 7
11. ELMER CHOE		323-242-1360	excep311@lausd.net	LD 7
12. REGINALD BROZICKEN		323-242-1339	reginald.brozicken@lausd.net	LD 7
13. SONIA FLORES		(323) 242-1414	sonia.flores@lausd.net	LD 7
14. TANEDA HAILEY		323-242-1385	taneda.hailey@lausd.net	LD 7
15.				
16.				
17.				
18.				
19.				
20.				
21.				



PSC 3.0 Commitments and Expectations Form

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

We agree to:

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



PSC 3.0

Commitments and Expectations Form

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

Applicant Team Name/Organization	Augustus Hawkins High School (South Area HS #3) Business Careers High School
Name of Team Representative	Dr. Russ Thompson, Principal Leader, Local District 7
Signature of Team Representative	

Design Team Member Name	Signature
Dr. George J. McKenna III	
Russ Thompson	
Earl Barner	
Nanette Arceneaux	
GEORGE BROWN	
DARY NAEIMAN	
CECILIA DUENAS	
Laurice Sommers	
Chris Downing	
Marg Jackson - Freemy	
Elmer Choe	
Reginald Brown	
Sonica Flores	
Taneda Hailey	



SOUTH REGION LEARNING COMPLEX #2

Communications and Technology School

Principal, Small School

The Los Angeles Unified School District seeks an outstanding Small School Principal to lead the students, staff, and community at the Communications and Technology School at South Region Learning Complex #2 towards improved academic success.

South Region Learning Complex #2 will open in September 2011 on a single-track calendar with four small high schools sharing the same campus. There will be a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School. Each small school will be led by its own principal, who will be responsible for providing a rigorous instructional program that is standards-based and aligned with the school's career theme.

The projected enrollment at this small school will be 300 students in grades 9-11 during the first year, and 375 students in grades 9-12 beginning in the second year. The Communications and Technology School will focus on the use of media technology to engage students in a rigorous, standards-based curriculum. Students will become socially concerned and involved, and media and technology literate. They will learn to communicate powerfully, think critically, and effect change in their communities. The campus is located at 6100 South Central Avenue, Los Angeles, CA 90001.

The Ideal Candidate will have strong instructional leadership skills and the ability to support teachers by providing feedback and organizing professional development; knowledge of counseling and the ability to build an effective master schedule; strong interpersonal skills; strong organization skills; the ability to work collaboratively with fellow staff members; the ability to work effectively with students, parents, and community members.

IMPORTANT NOTE: For an annualized employee who is changing basis during the year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).

SALARY: MST 40G – D Basis (\$79,007 - \$98,400) - 226 paid days

(Subject to furlough days approved by the Board and/or Superintendent for the 2011-2012 school year; above rates will be adjusted accordingly.)

Required Experience

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program
- Two years experience at a middle or senior high school, grades 6-12
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Minimum Requirements include:

- A valid California Administrative Services Credential
- A valid California K-12 Teaching Credential
- Master's degree from an accredited college or university
- Multicultural coursework*
- District Master Plan requirements*

***Out-of-District candidates have one year to complete this requirement**

Check the District website for more detailed requirements for this position and employment updates at
http://certificated.lausd.k12.ca.us/admin_vacancies

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number), and three letters of recommendation, one from the current administrator, a teacher, and a parent/community member.

Submit materials to:

Dr. Russ Thompson, Principal Leader
Local District 7
10616 South Western Avenue
Los Angeles, CA 90047
(323) 242-1492

DEADLINE DATE: APRIL 1, 2011
FAXED COPIES WILL NOT BE ACCEPTED

The Los Angeles Unified School District intends that all qualified persons shall have equal opportunities for employment and promotions.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Today's Learners, Tomorrow's Leaders

Appendix D

SOUTH REGION LEARNING COMPLEX #2 Site Operations Principal

The Los Angeles Unified School District seeks an outstanding Site Operations Coordinator to lead the students, staff and community at South Region Learning Complex #2 School towards improved academic success.

South Region Learning Complex #2 will open in September 2011 on a single-track calendar with four small high schools sharing the same campus. There will be a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School. Each small school will be led by its own principal, who will be responsible for providing a rigorous instructional program that is standards-based and aligned with the school's career theme. The projected enrollment at each small school will be 300 students in grades 9-11 during the first year, and 375 students in grades 9-12 beginning in the second year.

The Site Operations Coordinator will be responsible for campus-wide discipline and supervision, the athletics program, physical education, student activities, the physical plant, and emergency operations. The campus is located at 6100 S. Central Avenue, Los Angeles, CA 90001.

The Ideal Candidate will have strong leadership and management skills; the ability to work effectively with students, parents, and community members; strong organization skills; the ability to work collaboratively with staff members; knowledge of athletics programs; the ability to perform school-wide discipline and supervision duties.

IMPORTANT NOTE: For an annualized employee who is changing basis during the fiscal year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).

Salary: MST 40G, Temporary Adviser (0508) - D Basis (\$79,007 - \$98,400) - 226 paid days
(Subject to furlough days approved by the Board and/or Superintendent for the 2011-2012 school year.)

Minimum Requirements include:

- Eight years of successful full-time public school certificated service
- Two years in an administrative position
- A valid California Administrative Services Credential
- Master's degree from an accredited college or university
- Completion of required Multicultural coursework and Master Plan requirements*

*Out-of-District candidates have one year to complete this requirement

Check the District website for more detailed requirements for this position and employment updates at
http://certificated.lausd.k12.ca.us/admin_vacancies

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number) and three letters of recommendation, one from a current administrator, a teacher, and a parent/community member.

Submit materials to:

Dr. Russ Thompson, Principal Leader
Local District 7
10616 South Western Avenue
Los Angeles, CA 90047
(323) 242-1492

DEADLINE DATE: May 6, 2011
FAXED COPIES WILL NOT BE ACCEPTED

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South Region High School #2
Administrative Responsibilities
September 13, 2011

Principal Operations	Principal Public Service Community School School A, 8867	Principal Communications and Technology School School B, 7718	Principal Green Design Community School School C, 7719	Principal Performing Arts Community School School D, 7721
Campus supervision	Instructional program	Instructional program	Instructional program	Instructional program
Campus discipline	Counseling	Counseling	Counseling	Counseling
Facilities	Master schedule	Master schedule	Master schedule	Master schedule
Physical education	Staff development	Staff development	Staff development	Staff development
Athletics	Testing	Testing	Testing	Testing
Activities calendar	Attendance	Attendance	Attendance	Attendance
Bell schedules	Budgets/purchasing	Budgets/purchasing	Budgets/purchasing	Budgets/purchasing
Cafeteria	Classroom discipline	Classroom discipline	Classroom discipline	Classroom discipline
Cafeteria staff	Detention follow-up	Detention follow-up	Detention follow-up	Detention follow-up
Cheerleaders	Field trips, buses	Field trips, buses	Field trips, buses	Field trips, buses
Civic center permits	Governance councils	Governance councils	Governance councils	Governance councils
Custodial staff	Hall lockers	Hall lockers	Hall lockers	Hall lockers
Dances	Lesson plans	Lesson plans	Lesson plans	Lesson plans
Deans	Parent conferences	Parent conferences	Parent conferences	Parent conferences
Detention room	Periodic assessments	Periodic assessments	Periodic assessments	Periodic assessments
Emergency operations	Pilot school model	Pilot school model	Pilot school model	Pilot school model
Financial manager	Registration/checkouts	Registration/checkouts	Registration/checkouts	Registration/checkouts
Main switchboard	Substitute teachers	Substitute teachers	Substitute teachers	Substitute teachers
P.E. teachers				
Payroll	Textbook distribution	ESL program	Categorical programs	School web site
PE lockers	Library	Special education	Title I coordinator	SIS/ISIS
Peer mediation				
School keys				
School nurse				
School police				
Student activities				
Student body budgets				
Student store				
Substitute teachers				
Welcome center				
Yearbook				

**AUGUSTUS HAWKINS HIGH SCHOOL
PUBLIC SCHOOL CHOICE 3.0**

APPENDIX E

PERFORMANCE PLAN

A-G: Course Requirements for Entrance into the University of California. CAHSEE: California High School Exit Exam. CAPA: California Alternate Performance Assessment.
CST: California Standards Tests. ELA: English Language Arts. FBB/BB/B: Far Below Basic / Below Basic / Basic. PROF/ADV: Proficient / Advanced.
Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Participation on State Assessments	86%	97%	Teachers in advisory classes will call parents whenever students are absent to ensure high rates of attendance throughout the school year. Students with perfect attendance during testing will receive certificates and be eligible to win prizes solicited from local businesses. Testing procedures will be planned carefully to ensure that all absent students take make-up tests.	Participation rates on the California Standards Tests (CST), the California Alternate Assessment Program (CAPA), and the California High School Exit Exam (CAHSEE).		
Graduation Rates (2009-2010)	63%	78%	Implementation of an eight-period alternate-day bell schedule will enable students to take sixteen classes per year instead of the twelve classes that are available on a traditional bell schedule. This will enable them to quickly retake any classes that are failed. Advisory teachers and counselors will monitor attendance and grades carefully, and meet with parents to ensure that all students are progressing towards graduation.	Graduation data furnished by the California Department of Education and the Los Angeles Unified School District.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Students Earning A-G Grades of C or Higher	19%	34%	Teachers will meet collaboratively in professional learning communities four mornings each month on banked-time days to examine student achievement data and share best practices. They will also discuss the progress of individual students and strategies to help every student achieve success.	A-G progress report available in MyData.		
CAHSEE Pass Rates	48%	63%	In addition to their core classes in English language arts and mathematics, all students will take supplemental classes in English language arts and mathematics to boost their skills. This will be made possible through implementation of an eight-period alternate-day bell schedule.	California High School Exit Exam (CAHSEE) scores furnished by the California Department of Education and available on MyData.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Retention Rate (Students On Track for Graduation)	48%	63%	Advisory teachers and counselors will monitor students closely via report card grades and MyData, and communicate with parents frequently to ensure that all students are achieving success. Students will be able to quickly make up classes without waiting for summer school through implementation of the eight-period alternate-day bell schedule.	Information from report cards and MyData.		
English-Learner Reclassification Rates	10%	25%	Students who exit ESL but are not yet reclassified as fluent English proficient (RFEP) will be monitored closely by advisory teachers, regular teachers, and counselors to ensure they are achieving success in their classes and making progress towards fluency. Specially designed academic instruction in English (SDAIE) will be provided in all classes to help students build language skills. Students will monitor their own progress towards fluency and receive achievement certificates for achieving fluency.	Information on California English Language Development Test (CELDT) scores, California Standards Test (CST) scores, and subject marks available in MyData.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Graduates Completing All A-G Requirements	41%	56%	The master schedule will be structured so that 95 percent of all classes offered will be those required for graduation and/or A-G course requirements. Advisory teachers will monitor subject grades carefully and communicate frequently with parents if students are falling behind.	Graduation data furnished by the Los Angeles Unified School District and reports on grades in A-G courses from MyData.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: All Students Leaving CST FBB/BB/B	3%	18%	Activities to improve literacy will be included in all courses to improve skills in reading and writing. Teachers will teach content-area reading skills in all classes to help students build vocabulary and comprehension skills. Students will participate in sustained silent reading during advisory periods to improve general reading skills. Students will write frequently and maintain learning logs in all classes where they summarize what they have learned and react to the ideas that were presented. Student writing assignments will be posted in hallways and offices to emphasize the importance of writing skills. Teachers will include activities to build critical thinking skills throughout their instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: English Learners Leaving CST FBB/BB/B	0%	15%	Teachers will place a very high priority on ensuring that all students become fluent in the use of academic language. Specially designed academic instruction in English (SDAIE) will be utilized throughout all instruction to constantly build academic language skills. These strategies will be utilized for all students, including standard English learners. Counselors and teachers in advisory classes will use MyData to monitor the language status of students on a regular basis and provide guidance to help students reclassify at higher rates. Parents will be encouraged to enroll in adult classes to build English skills.	Achievement data from California English Language Development Test (CELDT), the California Standards Test (CST), and LAUSD periodic assessments.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: Special Education Leaving CST FBB/BB/B	5%	20%	Special education students will be mainstreamed into the regular program to ensure they receive high levels of standards-based instruction and do not feel the stigma of being separated from students in the regular program. Resource specialist teachers will travel with these students to monitor them closely and provide necessary interventions to bring about high achievement. They will also communicate frequently with parents. Teachers will receive training on inclusion strategies to ensure that students receive high levels of instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
ELA: African-American Stu. Leaving CST FBB/BB/B	6%	21%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: Latino Students Leaving CST FBB/BB/B	2%	17%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
ELA: White Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
ELA: Asian Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
ELA: Econ. Disadvantaged Leaving CST FBB/BB/B	2%	17%	See above.	See above.		
ELA: All Students Reaching CST PROF/ADV	18%	33%	See above.	See above.		
ELA: English Learners Reaching CST PROF/ADV	1%	16%	See above.	See above.		
ELA: Special Education Reaching CST PROF/ADV	5%	20%	See above.	See above.		
ELA: African-American Reaching CST PROF/ADV	16%	31%	See above.	See above.		
ELA: Latino Students Reaching CST PROF/ADV	18%	33%	See above.	See above.		
ELA: White Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
ELA: Asian Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
ELA: Econ. Disadvantaged Reaching CST PROF/ADV	18%	33%	See above.	See above.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: All Students Leaving CST FBB/BB/B	3%	18%	Teachers will emphasize the use of mathematics in real-life situations and provide project-based learning activities. Teachers will use the results of weekly assessments to determine areas for re-teaching. Teachers will identify a limited number of essential standards and continue teaching those standards until there is an eighty percent mastery level. Students will retake classes of the same level immediately during the next semester if they do not achieve a passing grade the first time. (For example, students who do not pass Algebra 1A during the fall semester will take Algebra 1A again during the spring semester.) Teachers will check for understanding frequently and use pair-share activities in which students reinforce their learning by reviewing skills with each other. Students will be asked to keep daily math journals where they describe the steps for solving math problems and summarize what they have learned each day.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: English Learners Leaving CST FBB/BB/B	1%	16%	Teachers will provide specially designed academic instruction in English (SDAIE) to help students understand mathematics concepts.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: Special Education Leaving CST FBB/BB/B	0%	15%	Special education students will be mainstreamed into the regular program to ensure they receive high levels of standards-based instruction and do not feel the stigma of being separated from students in the regular program. Resource specialist teachers will travel with these students to monitor them closely and provide necessary interventions to bring about high achievement. They will also communicate frequently with parents. Teachers will receive training on inclusion strategies to ensure that students receive high levels of instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: African American Stu. Leaving CST FBB/BB/B	2%	17%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

**AUGUSTUS HAWKINS HIGH SCHOOL
PUBLIC SCHOOL CHOICE 3.0
PERFORMANCE PLAN**

APPENDIX E

A-G: Course Requirements for Entrance into the University of California. CAHSEE: California High School Exit Exam. CAPA: California Alternate Performance Assessment.
CST: California Standards Tests. ELA: English Language Arts. FBB/BB/B: Far Below Basic / Below Basic / Basic. PROF/ADV: Proficient / Advanced.
Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: Latino Students Leaving CST FBB/BB/B	3%	18%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utilized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: White Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
Math: Asian Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
Math: Econ. Disadvantaged Leaving CST FBB/BB/B	3%	18%	See above.	See above.		
Math: All Students Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Math: English Learners Reaching PROF/ADV	2%	17%	See above.	See above.		
Math: Special Education Reaching PROF/ADV	0%	15%	See above.	See above.		
Math: African-American Reaching CST PROF/ADV	5%	20%	See above.	See above.		
Math: Latino Students Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Math: White Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
Math: Asian Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
Math: Econ. Disadvantaged Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Attendance Rate 96% or Above	45%	60%	Teachers in advisory classes will call parents every day whenever students are absent to ensure high rates of attendance through the school year. Students with high rates of attendance will be eligible for drawings to win tangible awards solicited from local businesses.	Attendance rates available in MyData and ISIS. Telephone logs and records of student awards.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Reducing Suspension Rates	6%	3%	Schoolwide positive behavior supports will be provided to guide students towards positive behavior. Alternatives to suspension will be utilized, including detention and parent conferences. Suspension will be used only as a last resort.	Suspension reports from MyData.		
Building a Positive School Culture for Students	N/A	95% of students participating in a school culture survey will indicate that the school culture is positive.	Teachers in all courses will be asked to create positive and motivating classroom environments that are interesting and engaging, with subject-matter displays and displays of student work. Teachers will also be encouraged to award achievement certificates to students to recognize effort, improvement, and positive attitudes. Tangible rewards will be solicited from local businesses to assist in this effort. The principal will meet regularly with students in focus groups to get their ideas on building a positive and encouraging school culture.	Results from a school culture survey containing questions about classroom environments and school climate.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Helping Students Develop College Goals	N/A	95% of students participating in a school culture survey will indicate they have specific college goals.	A college-going culture, including an extensive peer-counseling program, will be established in which students hear constantly that they are expected to achieve at high levels and become fully prepared for college. Counselors will provide college information to students during advisory classes. Available funding will be allocated to provide field trips to college campuses. The principal will meet with students in focus groups to get their ideas on strategies to help them develop college goals.	Results from a school culture survey in which students are asked to indicate their college goals.		
Helping Students Develop Career Goals	N/A	95% of students participating in a school culture survey will indicate they have specific career goals.	Teachers will be asked to relate their teaching to career themes, thinking about the future, and developing career goals. The principal will meet with students in focus groups to get their ideas on building a positive and encouraging school culture. The principal will meet with students in focus groups to get their ideas on strategies to help them develop career goals.	Results from a school culture survey in which students are asked to indicate their college goals.		

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Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Building a Positive School Culture for Staff Members	N/A	95% of teachers will indicate in an survey that the school culture is positive and they are receiving strong support in their efforts to help students learn at high levels.	The principal will check weekly lesson plans to ensure they are standards-based. Classroom observations will be focused upon creation of a positive learning environment, high standards of student conduct, standards-based instruction that is well planned, rigorous, and bell-to-bell. The principal will visit classrooms and meet individually with teachers to provide feedback and guidance. Teachers will meet weekly in professional learning communities to discuss the progress of students and develop best practices. The principal will meet regularly with teachers and staff members in focus groups to get their ideas on bringing about school improvements. Teachers and staff members will receive recognition for their efforts to improve student achievement.	A survey asking teacher to rate the school culture, the working environment, and the support for their efforts to help students learn at high levels.		

Augustus Hawkins High School
Professional Development Schedule
2012-2013

Day	Date	Hours	Topics
Friday	July 27, 2012	8:00 to 3:00	Team-building activity Campus tour Essentials of classroom instruction, part 1 Standards-based instruction, part 1 Issue classroom keys
Monday	July 30, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data Essentials of classroom instruction, part 2 Creating a positive classroom environment Standards-based instruction, part 2
Tuesday	July 31, 2012	8:00 to 3:00	Team-building activity Bus tour of community Social and emotional needs of students Professional learning communities
Wednesday	August 1, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data, ELA Providing effective classroom discipline Standards-based instruction Professional learning communities Curriculum planning
Thursday	August 2, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data, math Checking for understanding Standards-based instruction Professional learning communities Curriculum planning
Friday	August 3, 2012	8:00 to 3:00	Team-building activity Using MyData: individual students Connecting instruction to the real world Standards-based instruction Professional learning communities Curriculum planning
Monday	August 6, 2012	8:00 to 3:00	Team-building activity Using MyData: achievement by classrooms Building thinking skills Marva Collins video Standards-based instruction Professional learning communities Curriculum planning

Day	Date	Hours	Topics
Tuesday	August 7, 2012	8:00 to 3:00	Team-building activity Using MyData: schoolwide achievement Harry Wong video Standards-based instruction Professional learning communities Curriculum planning
Wednesday	August 8, 2012	8:00 to 3:00	Team-building activity Essentials of classroom instruction, review Harry Wong video Standards-based instruction Professional learning communities Curriculum planning
Thursday	August 9, 2012	8:00 to 3:00	Team-building activity Checking for understanding Connecting instruction to the real world Building thinking skills Professional learning communities Curriculum planning
Friday	August 10, 2012	8:00 to 3:00	Pupil-free day Logistics for opening day Emergency procedures Curriculum planning
Tuesday	August 14, 2012	8:00 to 9:15	Faculty meeting
Tuesday	August 21, 2012	8:00 to 9:15	Professional learning communities
Tuesday	August 28, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 4, 2012	8:00 to 9:15	Faculty meeting
Tuesday	September 11, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 18, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 25, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 2, 2012	8:00 to 9:15	Faculty meeting
Tuesday	October 9, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 16, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 23, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 30, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 6, 2012	8:00 to 9:15	Faculty meeting
Tuesday	November 13, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 20, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 27, 2012	8:00 to 9:15	Professional learning communities
Tuesday	December 4, 2012	8:00 to 9:15	Faculty meeting
Tuesday	December 11, 2012	8:00 to 9:15	Professional learning communities
Tuesday	January 8, 2013	8:00 to 9:15	Faculty meeting
Tuesday	January 15, 2013	8:00 to 9:15	Professional learning communities
Tuesday	January 22, 2013	8:00 to 9:15	Professional learning communities

Day	Date	Hours	Topics
Tuesday	January 29, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 5, 2013	8:00 to 9:15	Faculty meeting
Tuesday	February 12, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 19, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 26, 2013	8:00 to 9:15	Professional learning communities
Tuesday	March 5, 2013	8:00 to 9:15	Faculty meeting
Tuesday	March 12, 2013	8:00 to 9:15	Professional learning communities
Tuesday	March 19, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 2, 2013	8:00 to 9:15	Faculty meeting
Tuesday	April 9, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 16, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 23, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 30, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 7, 2013	8:00 to 9:15	Faculty meeting
Tuesday	May 14, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 21, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 28, 2013	8:00 to 9:15	Professional learning communities
Tuesday	June 4, 2013	8:00 to 9:15	Faculty meeting

Augustus Hawkins High School

2012-2013 School Calendar

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															
September																															
October																															
November																															
December																															
January	V	V	V	V																											
February																															
March																															
April																															
May																															
June																															

First Day of School: August 14, 2012

Last Day of School: June 4, 2013

Number of Instructional Days: 180

Number of Holidays: 8

School Hours

Mondays: 8:00 a.m. to 2:52 p.m.

Tuesdays: 9:30 a.m. to 2:52 p.m.

Wednesdays: 8:00 a.m. to 2:52 p.m.

Thursdays: 8:00 a.m. to 2:52 p.m.

Fridays: 8:00 a.m. to 2:52 p.m.

Admissions Day Observed: August 31, 2012

Labor Day Observed: September 3, 2012

Veterans Day Observed: November 12, 2012

Thanksgiving Holiday: November 22-23, 2012

Winter Vacation: December 17, 2012 through January 6, 2013

Dr. Martin Luther King Day Observed: January 21, 2013

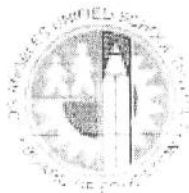
Presidents' Day Observed: February 18, 2013

Spring Vacation: March 25, 2013 through March 29, 2013

Memorial Day Observed: May 27, 2013

MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT
 TAMAR GALATZAN
 BENNETT KAYSER
 MARGUERITE POINDEXTER LAMOTTE
 NURY MARTINEZ
 RICHARD A. VLADOVIC
 STEVEN ZIMMER



LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
 333 South Beaudry Avenue, 24th Floor
 Los Angeles, California 90017
 Telephone: (213) 241-7000
 Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.
 SUPERINTENDENT OF SCHOOLS

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

On September 13, 2011, the Board of Education decided to proceed with implementation of a District-wide Early Start Instructional Calendar for the 2012-13 school year. Only two schools, Del Olmo Elementary and Cahuenga Elementary, will remain on the Multi-Track Calendar for the 2012-13 school year.

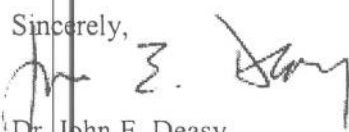
All students in grades K-12 will continue to be on a two-semester instructional calendar. Under the District-wide Early Start Instructional Calendar, the first day of instruction for students will be August 14, 2012 and the last day of instruction will be June 4, 2013. Summer school information will be forthcoming. Other important holidays to note include:

Admission Day observed on August 31, 2012
 Labor Day observed on September 3, 2012
 Veterans Day observed on November 12, 2012
 Thanksgiving observed on November 22, 2012 and November 23, 2012
 Winter Recess from December 17, 2012 through January 6, 2013
 Dr. Martin Luther King, Jr. Day observed on January 21, 2013
 Presidents' Day observed on February 18, 2013
 Spring Break from March 25, 2013 through March 29, 2013
 Memorial Day observed on May 27, 2013.

For the first time in decades, virtually the entire school district will be on one academic calendar. This consistency across all schools will hopefully be appreciated by the families of LAUSD students. However, it is critical to know that the 2012-13 school year will begin three weeks earlier. It is our hope that, with this ample notice, families will be able to make plans accordingly and will be prepared for the start of an earlier school year in 2012-13.

LAUSD appreciates all our families for partnering with us to ensure the vision of all youth achieving. We thank you for your cooperation and your attention. Please call your school office if you have any questions.

Sincerely,


 Dr. John E. Deasy



LOS ANGELES UNIFIED SCHOOL DISTRICT **Early Start Instructional Calendar Year 2011-2012**

HOLIDAY
DÍA DE FIESTA

Board Approved
4/12/2011

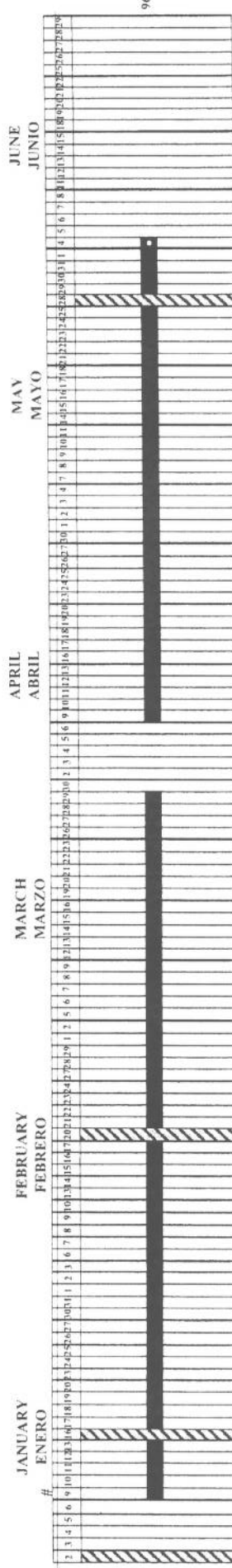
Local Districts 1, 2, 5 and 6 Schools

Local District 1 Schools
 Canoga Park Senior High
 Chatsworth Senior High
 Grover Cleveland Senior High
 John F. Kennedy Senior High
 James Monroe Senior High
 Northridge Academy Senior High
 Daniel Pearl Journalism and Comm. Magnet
 Reseda Senior High
 Taft Senior High

Local District 2 Schools
 Verdugo Senior High
 Sylmar Senior High
 Van Nuys Senior High

Local District 5 Schools
 Thomas Jefferson Senior High
 Abraham Lincoln Senior High
 LEMA at Lincoln Senior High

Local District 6 Schools
 Jaime Escalante ES
 Maywood Academy Senior High



IMPORTANT DATES:

07-04-2011	Independence Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	04-02 thru 04-06-2012	Observed, Unassigned Day
08-15-2011	First Day of Instruction	05-28-2012	Spring Recess
09-02-2011	Admissions Day	06-01-2012	Memorial Day Observed
09-05-2011	Labor Day	* 06-04-2012	Last Day of Instruction
09-29-2011	Unassigned Day		Pupil Free Day
11-11-2011	Veterans Day		
11-24 & 11-25-2011	Thanksgiving Holiday		
12-19-2011 thru 01-06-2012	Winter Recess		
01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed		
# 01-09-2012	Second Semester Begins		
02-20-2012	Presidents' Day		



LOS ANGELES UNIFIED SCHOOL DISTRICT

2010 - 2011 Graduation Requirements and Minimum College Admission "A-G" Requirements

SUBJECTS	HIGH SCHOOL GRADUATION Grades 9 – 12 <i>230 credits needed to graduate</i>	UNIVERSITY OF CALIFORNIA "A-G" Requirements <i>Grades of C or better</i>	CALIFORNIA STATE UNIVERSITY "A-G" Requirements <i>Grades of C or better</i>	PRIVATE COLLEGES <i>Grades of C or better</i>	COMMUNITY COLLEEGEE <i>Grades of C or better</i>
Social Studies "A" Requirement	30 credits World History AB US History AB Principals of American Democracy Economics	2 years: World History, US History, or Principles of American Democracy AP courses are recommended	2 years: World History, US History, or Principles of American Democracy AP courses are recommended	World History, US History, Principles of American Democracy & college preparatory electives recommended AP courses are recommended	No subject requirements. Must be 18 years of age, a high school graduate or Possess a high school proficiency test certificate
English "B" Requirement	40 credits English 9, English 10 11 th grade American Lit & Cont Comp 12 th grade Comp. & an English Lit. Elect	4 years: College Preparatory English AP/additional courses are recommended	4 years: College Preparatory English AP/additional courses are recommended	4 years: College Preparatory English AP/additional courses are recommended	
Mathematics "C" Requirement	20 credits College Prep Math: Alg. 1, Geometry, Alg. 2 or higher levels Adv. App. Math (11 th graders must be enrolled in math) Additional courses recommended	3 years: Algebra 1, Geometry, Algebra 2 AP/additional courses are recommended	3 years: Algebra 1, Geometry, Algebra 2 AP/additional courses are recommended	College preparatory Math each year AP/additional courses are recommended	Please note: <i>Students are most successful when they continue to take the college preparatory courses suggested for each semester. Students are also encouraged to enroll in honors, Advanced placement and other rigorous courses</i>
Lab Science "D" Requirement	20 credits total 10 credits Biological Science (Biology) 10 credits Phys. Sci. Chemistry, Physics, or ICS I	2 years: Lab Science 3-4 courses are recommended	2 years: Lab Science 3-4 courses are recommended	3-4 years: Lab Science	
World Languages "E" Requirement (Language Other Than English)	Not required for graduation, but recommended	2 years: Same World Language AP and 3-4 courses are recommended	2 years: Same World Language AP and 3-4 courses are recommended	3-4 years: Same World Language AP courses are recommended	
Visual/Performing Arts "F" Requirement	10 credits Visual/Performing Arts	1 year: Visual and Performing Arts (same discipline)	1 year: Visual and Performing Arts (same discipline)	Visual & Performing Arts courses may count as electives	
Electives "G" Requirement	70 credits	1 year or more: Advanced courses in Math, English, Visual/Performing Arts, Lab Science, World Language, and/or Social Sciences	1 year: Advanced courses in Math, English, Visual/Performing Arts, Lab Science, World Language, and/or Social Sciences	College preparatory electives in the subject area of interest	
Applied Technology	10 credits		Career Technical Ed. courses accepted		
PE	20 credits	None	None	None	None
Health	5 credits	None	None	None	None
Life Skills	5 credits	None	None	None	None
Total Credits to graduate	230 credits				
Additional Non-Course Requirements	1. Computer Literacy 2. Career Pathway 3. Service Learning				
Assessments	California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT plus ACT Writing Analytical Writing Placement Exam (Subject A)	SAT Reasoning Test or ACT Placement exams in: English EPT and Math ELM	SAT Reasoning Test or ACT SAT Subject Tests are required for some colleges	Placement exams for English, Mathematics and Chemistry

*E Requirement may be met by evaluation of foreign transcripts, examination and/or assessment of proficiency in Language other than English

Appendix J

[REDACTED]

From: [REDACTED]
 Sent: [REDACTED]
 To: [REDACTED]
 Cc: [REDACTED]
 Subject: [REDACTED] OBSERVATION REPORT, [REDACTED]

To: [REDACTED] Principal, [REDACTED]
 [REDACTED]
 Cc: [REDACTED]
 [REDACTED]

On [REDACTED] from 1:30 p.m. to 2:15 p.m., I came for an unannounced visit to observe classrooms at [REDACTED]. When I visit a classroom I am looking for the following fundamentals: (1) Is there an interesting and engaging learning environment, with subject-matter displays and displays of student work? (2) Is classroom discipline handled in an effective manner to bring about high standards of student conduct? (3) Is the teacher implementing standards-based, well-planned, rigorous, bell-to-bell instruction? (4) Is the teacher using effective methods to check for understanding that engage all students?

I am also looking for the following fundamentals on a school-wide basis: (1) Is there an effective discipline system, including positive incentives, to ensure high standards of student conduct? (2) Are there supplemental learning activities for students who need extra help in English and mathematics? (3) Do administrators observe in classrooms every day and provide feedback to teachers? (4) Does the school have professional learning communities for teachers to analyze student achievement data and share best practices?

During period six we visited the classroom of [REDACTED]. We observed the following: (1) Student work needs to be posted as soon as possible. (2) The conduct of the students was satisfactory. (3) The learning standard for the day was not posted. Corrective action is needed right away to ensure that learning is standards-based. (4) When checking for understanding, [REDACTED] needs to call on all students, not just the volunteers. This will increase student engagement and provide him with accurate feedback on the learning taking place.

During period eight we visited the classroom of [REDACTED]. We observed the following: (1) The learning environment was satisfactory. (2) The conduct of the students was excellent. (3) The learning standard for the day was not posted. Corrective action is needed right away to ensure that learning is standards-based. (4) The methods used to check for understanding were effective. Learning will improve, however, if more wait time is provided during questioning.

Please express appreciation to [REDACTED] for their efforts and dedication. Please provide them with the necessary feedback and guidance to help them reflect on their teaching. Thank you for the leadership you are providing to improve student achievement.

Best regards,

[REDACTED]

[REDACTED]
 Director/Principal Leader
 Los Angeles Unified School District, [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

2010 - 11 Growth Academic Performance Index (API) Chart



School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
9/22/2011

School:	Mary McLeod Bethune Middle
LEA:	Los Angeles Unified
County:	Los Angeles
CDS Code:	19-64733-6058143
School Type:	Middle

2011 Growth API Links

School Report - Growth
School Chart
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

	2010-11 APR	2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	Percent	Enrollments**(STAR)	Percent
Black or African American	12	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	100
Hispanic or Latino	87	Grades 9-11	0
Native Hawaiian or Pacific Islander	0	<i>**This is a percentage of all enrollments in grades 2-11.</i>	
White	0		
Two or More Races	0		
<i>*These percentages may not sum to 100 due to responses of other, multiple, declined to state, or non-response.</i>		Parent Education Level (STAR)	
Participants in Free or Reduced-Price Lunch (STAR)	99	Percentage with a response***	53
		Of those with a response:	
		Not a high school graduate	60
		High school graduate	27
		Some college	9
		College graduate	3
Participants in Gifted and Talented Education Program (STAR)	6	Graduate school	1
		<i>***This is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Migrant Education Program (STAR)	0		Average
English Learners (STAR)	31	Average Parent Education Level (STAR)	1.59
Reclassified Fluent-English-Proficient (RFP) Students (STAR)	43	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Students with Disabilities (STAR)	10	Average Class Size (CALPADS)	
		<i>(These data will not be available until October.)</i>	
		Grades	Average
		K-3	

BETHUNE MIDDLE SCHOOL
155 W 69TH ST LOS ANGELES 90003

Student Demographics (2010-11)

Student Group	2009-10	2010-11	Chg
African American	14%	14%	0%
American Indian	0%	0%	0%
Asian	0%	0%	0%
Filipino	0%	0%	0%
Latino	86%	86%	0%
Pacific Islander	0%	0%	0%
White (not Latino)	0%	0%	0%

APL	2009-10	2010-11	Chg
English Learners	29%	29%	0%
Redclassified ELs (RFEF)	42%	42%	0%
Students with Disabilities	11%	11%	0%
Economically disadvantaged	100%	100%	0%
Identified Gifted - All	6%	6%	0%
Identified Gifted - African Amer	2%	2%	0%
Identified Gifted - Latino	6%	6%	0%

AYP	2009-10	2010-11	Chg
Met AYP 2010-11	16	16	0
Criteria Met	25	25	0
Criteria Possible	5	5	0
PI Year	1997-1998	1997-1998	0
Year Entered PI			

GOAL 3: 100% Attendance

Attendance Rate	2009-10	2010-11	Chg
Staff	91.4%	93.2%	1.8
Student	93.8%	93.7%	-0.1
Student Transiency	32.6%	26.2%	-6.5

Percentage with 95% or Higher Attendance

	2009-10	2010-11	Chg
Staff	51.4%	59.2%	7.8
Student	52.3%	51.7%	-0.5

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11	Chg
% of Parents that responded	19.1%	47.6%	28.5
% Strong Agree or Agree	80.4%	85.6%	5.2
Opportunities for Involvement	85.2%	91.4%	6.2
Feel Welcome at school	39.4%	50.5%	11.1
Talk with Teacher About			
Child's Schoolwork			

GOAL 5: School Safety

Student Suspensions	2009-10	2010-11	Chg
% Students Suspended	9.9%	13.0%	3.1
African American	23.7%	32.6%	8.9
Latino	7.6%	9.9%	2.3
SWD	3.0%	19.2%	16.2
Instructional Days Lost to Suspension	364	345	-19

Student Survey	2009-10	2010-11	Chg
% of Students that responded	48.5%	82.6%	34.1
% Strong Agree or Agree	85.5%	63.8%	-21.7
Feel safe on school grounds			

GOAL 2: Proficiency For All

English Learner Progress

Scoring Proficient on CELDT	2009-10	2010-11	Chg
Scoring Basic or Above on CST ELA	45.8%	51.1%	5.3
Passing English/Adv. ESL with 'C' or above	17.6%	21.5%	3.9
Redclassification Rate Trend	68.2%	59.5%	-8.7

Students With Disabilities (SWD)

CST ELA	2009-10	2010-11	Chg
CST ELA	16.4%	14.1%	-2.3
CST Math	18.4%	18.8%	0.4

Students With Disabilities (SWD)

CMA ELA	2009-10	2010-11	Chg
CMA ELA			
CMA Math			

CST TRENDS: English Language Arts

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,461	2,402	2,223	2,150	1,339	-1,119
African American	364	341	285	300	166	-198
Asian						
Latino	2,088	2,061	1,938	1,850	1,173	-885
White	1,030	985	861	721	405	-625
English learner	231	218	237	201	128	-103
SWD	2,275	2,232	2,204	2,135	1,331	-844
Score-Eco Disadv						

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,456	2,395	2,272	2,149	1,330	-1,126
African American	364	340	285	302	165	-199
Asian						
Latino	2,083	2,047	1,932	1,839	1,159	-924
White	1,025	980	862	720	401	-624
English learner	228	235	237	201	128	-97
SWD	2,272	2,226	2,203	2,134	1,321	-851
Score-Eco Disadv						

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,456	2,395	2,272	2,149	1,330	-1,126
African American	364	340	285	302	165	-199
Asian						
Latino	2,083	2,047	1,932	1,839	1,159	-924
White	1,025	980	862	720	401	-624
English learner	228	235	237	201	128	-97
SWD	2,272	2,226	2,203	2,134	1,321	-851
Score-Eco Disadv						

BETHUNE MIDDLE SCHOOL

GOAL 1: 100% GRADUATION	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary								60%	67%	74%
B. English Language Arts, Secondary	19%	20%	21%	26%				45%	50%	54%
C. Mathematics, Elementary Proficient & Advanced								69%	75%	82%
D. Mathematics, Secondary Proficient & Advanced	13%	14%	21%	29%				36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts								49%	55%	62%
F. Proficiency in Algebra	13%	16%	27%	28%				38%	47%	55%
G. Reclassification Rates	17%	17%	17%	7%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	55%	57%	52%	52%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	52%	54%	51%	59%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		36%	39%	50%						
B. Parent participation on School Experience Surveys		19%	20%	43%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	387	212	364	345				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)			86%	64%				86%	88%	90%

2010 - 11 Growth Academic Performance Index (API) Chart



School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
9/22/2011

School:	Manual Arts Senior High
LEA:	Los Angeles Unified
County:	Los Angeles
CDS Code:	19-64733-1935519
School Type:	High

2011 Growth API Links

School Report - Growth
School Chart
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

	2010-11 APR	2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	Percent	Enrollments** (STAR)	Percent
Black or African American	17	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	0
Hispanic or Latino	83	Grades 9-11	100
Native Hawaiian or Pacific Islander	0	**This is a percentage of all enrollments in grades 2-11.	
White	0		
Two or More Races	0		
*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.			
Participants in Free or Reduced-Price Lunch (STAR)	91	Parent Education Level (STAR)	
		Percentage with a response***	74
		Of those with a response:	
		Not a high school graduate	52
		High school graduate	33
		Some college	8
		College graduate	5
		Graduate school	2
Participants in Gifted and Talented Education Program (STAR)	5	***This is the percentage of student answer documents with stated parent education level information.	
Participants in Migrant Education Program (STAR)	0	Average	
English Learners (STAR)	35	Average Parent Education Level (STAR)	1.72
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	39	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Students with Disabilities (STAR)	12	Average Class Size (CALPADS)	
		(These data will not be available until October.)	
		<u>Grades</u>	<u>Average</u>
		K-3	

PERFORMANCE METER - DATA SUMMARY SHEET

MANUAL ARTS SENIOR HIGH
4131 S VERMONT AVE LOS ANGELES 90037

Student Demographics (2010-11)

Demographic	2009-10	2010-11	% Change
African American	17%	17%	0%
American Indian	0%	0%	0%
Asian	11%	11%	0%
Filipino	88%	88%	0%
Latino	5%	5%	0%
Pacific Islander	5%	5%	0%
White (not Latino)	5%	5%	0%

API	BASE	GROWTH	PTS	ALL	STUDENT	SUMMARY
2006-07	511	514	3	No	1	3
2007-08						
2008-09	537			N/A		2
2009-10	536	539	3	No	1	2
2010-11	542	575	33	No	1	2

GOAL 1: 100% Graduation

College Readiness - A-G Courses

Grade	2009-10	2010-11	% Change
9th Grade	64.7%	64.7%	0%
10th Grade	65.1%	65.1%	0%
11th Grade	37.3%	37.3%	0%
12th Grade	47.3%	47.3%	0%

Advanced Placement

Students taking at least one AP course	10.7%	11.7%	9.3%
Students passing at least one AP course	66.8%	84.9%	27.1%

GOAL 3: 100% Attendance

Attendance Rate

Staff	2009-10	2010-11	% Change
Staff	94.6%	93.5%	-1.2%
Student	92.2%	97.7%	5.5%
Student Transiency	44.3%	49.4%	5.1%

GOAL 5: School Safety

Student Suspensions

% Students Suspended	2009-10	2010-11	% Change
All	6.3%	5.8%	-0.5%
African American	8.4%	9.1%	0.7%
Latino	5.8%	5.1%	-0.7%
SWD	1.3%	2.6%	1.3%
Instructional Days Lost to Suspension	498	414	-84

Student Survey

% of Students that responded	39.2%	49.3%	10.1%
% Strong Agree or Agree	83.2%	67.6%	-15.4%

GOAL 4: Parent and Community Engagement

Parent Survey

% of Parents that responded	23.3%	5.7%	-17.6%
% Strong Agree or Agree	87.4%	88.2%	0.8%
Feel Welcome at school	84.5%	90.3%	5.8%
Talk with Teacher About	54.2%	49.4%	-4.8%

English Learner Progress

English Learner Accountabilities

Scoring Proficient on CELDT	2008-09	2009-10	% Change
Scoring Basic or Above on CST ELA	19.1%	22.9%	3.8%
Passing English/Adv. ESL with "C" or above	49.8%	54.9%	5.1%
Redesignated Rate Trend	9.9%	7.1%	-2.8%

Students With Disabilities (SWD)

CST ELA	2008-09	2009-10	% Change
CST ELA	5.1%	21.1%	16.0%
CST Math	0.9%	2.9%	2.0%

CST TRENDS: English Language Arts

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	% Change
All Students	2,782	2,205	2,535	2,707	2,245	12.9%
African American	441	392	439	387	312	9.8%
Asian	2,315	1,791	2,070	2,257	1,917	13.5%
Latino	1,024	790	985	1,059	722	2.1%
White	765	201	251	256	19	0.4%
English Learner	2,353	1,884	2,042	2,463	2,110	13.3%
SWD	2,782	2,205	2,535	2,707	2,245	12.9%
Socio-Econ Disadv	441	392	439	387	312	9.8%

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	% Change
All Students	2,622	2,014	2,357	2,401	2,108	16.5%
African American	433	366	411	361	300	0.9%
Asian	2,165	1,629	1,920	2,085	1,793	1.7%
Latino	956	698	909	980	672	0.3%
White	252	181	215	233	34	0.0%
English Learner	2,222	1,717	1,907	2,279	1,982	1.7%
SWD	2,622	2,014	2,357	2,401	2,108	16.5%
Socio-Econ Disadv	433	366	411	361	300	0.9%

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	% Change
All Students	2,622	2,014	2,357	2,401	2,108	16.5%
African American	433	366	411	361	300	0.9%
Asian	2,165	1,629	1,920	2,085	1,793	1.7%
Latino	956	698	909	980	672	0.3%
White	252	181	215	233	34	0.0%
English Learner	2,222	1,717	1,907	2,279	1,982	1.7%
SWD	2,622	2,014	2,357	2,401	2,108	16.5%
Socio-Econ Disadv	433	366	411	361	300	0.9%

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

MANUAL ARTS SENIOR HIGH

Appendix K

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	37%	46%	51%	48%				60%	63%	70%
B. Students On-Track for Meeting A-G Requirements		16%	20%					38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary								60%	67%	74%
B. English Language Arts, Secondary	13%	14%	15%	18%				45%	50%	54%
C. Mathematics, Elementary, Proficient & Advanced								69%	75%	82%
D. Mathematics, Secondary, Proficient & Advanced	3%	3%	3%	6%				36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts								49%	55%	62%
F. Proficiency in Algebra	3%	4%	3%	8%				38%	47%	55%
G. Reclassification Rates	9%	10%	10%	7%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	34%	36%	51%	45%				66%	71%	76%
F. Percentage of staff with 96% or higher attendance	68%	70%	66%	53%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		43%	54%	49%						
B. Parent participation on School Experience Surveys		16%	23%	6%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	1,113	1,093	498	414				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)		71%	83%	68%				86%	88%	90%

Appendix K

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

2010 - 11 Growth Academic Performance Index (API) Chart


School Demographic Characteristics
 2011 Growth
 Academic Performance Index (API) Report

 California Department of Education
 Analysis, Measurement & Accountability Reporting Division
 9/22/2011

 School: John Muir Middle
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-6058176
 School Type: Middle

2011 Growth API Links

School Report - Growth
School Chart
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	<u>Percent</u>	Enrollments**(STAR)	<u>Percent</u>
Black or African American	21	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	32
Filipino	0	Grades 7-8	68
Hispanic or Latino	78	Grades 9-11	0
Native Hawaiian or Pacific Islander	0	**This is a percentage of all enrollments in grades 2-11.	
White	0		
Two or More Races	0		
*These percentages may not sum to 100 due to responses of other, multiple, declined to state, or non-response.			
Participants in Free or Reduced-Price Lunch (STAR)	81	Parent Education Level (STAR)	
		Percentage with a response***	54
		Of those with a response:	
		Not a high school graduate	55
		High school graduate	26
		Some college	13
		College graduate	5
		Graduate school	2
Participants in Gifted and Talented Education Program (STAR)	6	***This is the percentage of student answer documents with stated parent education level information.	
Participants in Migrant Education Program (STAR)	0		
English Learners (STAR)	31	Average Parent Education Level (STAR)	<u>Average</u> 1.73
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	28	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	
Students with Disabilities (STAR)	12	Average Class Size (CALPADS)	
		(These data will not be available until October.)	
		<u>Grades</u>	<u>Average</u>
		K-3	

MUIR MIDDLE SCHOOL
5929 S VERMONT AVE
LOS ANGELES 90044
Student Demographics (2010-11)

Student Demographics	2009-10	2010-11	Chg
English Learners	23%	23%	0%
Redesignated ELs (REPE)	0%	0%	0%
Students with Disabilities	12%	12%	0%
Economically disadvantaged	80%	80%	0%
Identified Gifted - All	76%	76%	0%
Identified Gifted - African Amer	0%	0%	0%
Identified Gifted - Latino	0%	0%	0%
White (not Latino)	0%	0%	0%

API	BASE			NET POSITIVE ALL RANK		SIMILAR SCHOOLS RANK	
		GROWTH	POSITIVE				
2006-07	545	562	7	No	1	2	
2007-08	552	567	5	No	1	2	
2008-09	550	578	28	No	1	1	
2009-10	576	567	-9	No	1	2	
2010-11	567	613	46	Yes	1	1	

GOAL 3: 100% Attendance

Attendance Rate	2009-10	2010-11	Chg
Class	89.0%	89.9%	0.9
Student	94.9%	95.4%	0.5
Student Transitory	31.0%	27.5%	3.5
Percentage with 96% or Higher Attendance	41.4%	38.7%	-2.7
Class	58.7%	61.9%	3.2

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11	Chg
% of Parents that responded	16.7%	16.7%	3.6%
% Strong Agree or Agree	78.5%	78.5%	78.3%
Opportunities for Involvement	80.0%	80.0%	84.4%
Feel Welcome at school	56.2%	56.2%	4.7.7%
Talk with Teacher About			
Child's Schoolwork			

GOAL 5: School Safety

Student Suspensions	2009-10	2010-11	Chg
% Students Suspended	12.3%	5.2%	-7.1
All	26.7%	10.0%	-16.7
African American	8.0%	3.8%	-4.2
Latino	18.3%	4.8%	-13.6
SWD	678	176	-502
Instructional Days Lost to Suspension			

Student Survey	2009-10	2010-11	Chg
% of Students that responded	45.7%	55.4%	9.7
% Strong Agree or Agree	78.5%	58.1%	-20.4
Feel safe on school grounds			

GOAL 2: Proficiency For All

English Learner Progress

English Learner Progress	2009-10	2010-11	Chg
Scoring Proficient or Above	51.4%	49.5%	-1.9%
Scoring Basic or Above on CST ELA	13.3%	24.8%	11.5%
Passing English/Adv ESL with "C" or above	52.8%	59.2%	6.4%
Redesignation Rate Trend:	15.9%	8.5%	-7.4%

Students With Disabilities (SWD)

Students With Disabilities (SWD)	2009-10	2010-11	Chg
CST ELA	9.1%	19.1%	10.0
CST Math	6.3%	14.7%	8.4

Students With Disabilities (SWD)

Students With Disabilities (SWD)	2009-10	2010-11	Chg
CMA ELA			26.5%
CMA Math			28.8%

CST TRENDS: English Language Arts

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,232	2,098	1,915	1,750	1,720	-212
African American	534	466	454	412	246	-168
Asian	1,691	1,622	1,452	1,329	969	-722
Latino	1,010	881	680	565	346	-664
White	234	229	217	209	47	-187
English Learner	1,919	1,820	1,643	1,486	1,054	-865
SWD						
Socio-Eco Disadv						

CST TRENDS: Mathematics

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	2,214	2,013	1,923	1,741	1,730	-484
African American	528	448	459	408	252	-276
Asian	1,678	1,554	1,455	1,324	973	-705
Latino	1,002	838	578	567	356	-646
White	230	214	219	205	68	-146
English Learner	1,905	1,746	1,550	1,478	1,063	-842
SWD						
Socio-Eco Disadv						

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

Subgroup	2006-07	2007-08	2008-09	2009-10	2010-11	Chg
All Students	383	50%	13.1%	35.7%	30.3%	-5.4%
ELA Gr 6	410	4.6%	19.0%	33.7%	29.3%	-4.4%
ELA Gr 7	427	8.0%	18.7%	30.2%	26.0%	-4.2%
ELA Gr 8	382	3.4%	13.4%	27.5%	35.9%	8.4%
Math Gr 6	411	4.6%	13.9%	30.9%	36.7%	5.8%
Math Gr 7	252	0.8%	8.4%	22.3%	41.7%	19.3%
General Math	175	9.1%	23.4%	19.4%	35.4%	16.0%
Algebra I	450	9.3%	18.4%	28.2%	17.3%	-10.9%
History-Soc Sci	426	18.3%	21.1%	25.8%	16.7%	-6.4%
Science Gr 8						

MUIR MIDDLE SCHOOL
Appendix K

	School Baseline			School Annual Target			LAUSD Annual Target			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
GOAL 1: 100% GRADUATION										
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL										
A. English Language Arts, Elementary:										
B. English Language Arts, Secondary:										
C. Mathematics, Elementary: Proficient & Advanced										
D. Mathematics, Secondary: Proficient & Advanced										
E. 3rd Grade Proficiency Rate in English Language Arts										
F. Proficiency in Algebra										
G. Reclassification Rates										
GOAL 3: 100% ATTENDANCE										
A. Percentage of students with 96% or higher attendance										
B. Percentage of staff with 96% or higher attendance										
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT										
A. Percentage of parents who talk with the teacher about their child's schoolwork										
B. Parent participation on School Experience Surveys										
GOAL 5: SCHOOL SAFETY										
A. Instructional days lost to suspension										
B. % of students who feel safe on school grounds (agree or strongly agree)										

Waiver Identification Form

School Site: AUGUSTUS HAWKINS HIGH SCHOOL

Proposed School/Design Team Name: BUSINESS CAREERS HIGH 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: Ross Thompson Date: 2/6/2012

UTLA Chapter Chair/Rep: Elmer Chow Date: 2/6/2012