

Public School Choice Resolution 3.0 Applicant History Data Summary Sheet

Name of PSC School: SRHS #7

Name of School: School of Social Justice (SSJ)

	Indicators	HP 2010-2011	SSJ 2010-2011
Demographic			
Size	2010-2011 Enrollment	4080	119
	<i>African American</i>	1%	1%
Ethnicity	<i>Latino</i>	98%	99%
	<i>Others</i>	1%	0%
Other Groups	<i>English Learners</i>	28%	22%
	<i>Students with Disabilities</i>	10%	8%
	<i>Economically Disadvantaged</i>	85%	85%
Performance			
API	API	605	721
	API Growth	-1	115
CST Proficiency	% Proficient in ELA 2011	24%	51%
	Change from 2010	0%	+27%
	% Proficient in Math 2011	8%	31%
	Change from 2010	+3%	+26%
Others			
	9 th Grade Matriculation Rate	70%	92%
	Attendance Rate for Students	92.8%	96%
	Attendance Rate for All Staff	94.2%	100%

*SSJ was not in operation in 2009-2010

** SSJ came in operation in 2010-2011

School of Social Justice
Design Team Name

February 7, 2012
Date

Applicant Team Representative Signature

Local District Superintendent Signature

Assessment Development Timeline

KEY ELEMENT <i>What element of your proposal program will be implemented?</i>	SUBJECT	TIMELINE <i>In what year will you implement this element of your curriculum?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress</i>
Teachers will develop and assign standards-based summative interdisciplinary projects and rubrics. Students will present these at showcases and exhibition nights.	All subjects	Beginning June 2012 and ongoing during Professional Development	All teachers	Summative Interdisciplinary projects and rubrics are developed for each grade level.	Review panels consisting of members from various stakeholder groups will evaluate based on rubrics.
A set of guidelines and a rubric will be developed for the Senior Portfolio	All subjects	June 2012, reviewed and updated annually	All teachers	Students are able to develop a comprehensive student portfolio.	Teachers and counselor will score according to rubric.
Teachers will develop authentic assessments that give students choices about how they can demonstrate understanding.	All subjects	July 2012 and ongoing during Professional Development	All teachers	Authentic assessments are developed for each course.	Student and parent feedback.
Teachers will collaboratively develop guidelines for students to follow as they develop self-determined authentic assessments	All subjects	July 2012 and ongoing during Professional Development	All teachers and students	Guidelines are collaboratively developed that enable students to create an authentic assessments.	Student and parent feedback

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Teachers will develop benchmark assessments for each core content course.	All subjects	July 2012 and ongoing during Professional Development	Teachers	Appropriate benchmark assessments are developed that enable monitoring of student progress.	Data from benchmark assessments are analyzed to determine effectiveness of assessment.
California English Language Development Test will be given annually according to State-determined assessment windows and as required for incoming students.	English	Annually and as required	English teachers, Administrator	CELDT is successfully administered to all English Learners and the re-designation rate increases.	CELDT scores and re-designation rate.
Teachers will develop Common Formative Assessments for each course.	All subjects	July 2012 and ongoing during Professional Development	Teachers	Common Formative Assessment data is used to inform instruction.	Summative Benchmark, and CST data will be analyzed to determine effectiveness of Common Formative Assessments.

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Create and administer Placement Test	Math and English	July 2012 (before school starts)	Math and English Teachers, Coordinator, Counselor	Results are basis for proper placement in Math and English classes	Teacher and student feedback. Academic grades.
Create and administer Periodic Assessments	Math, English, Science, Social Studies	July 2012 and ongoing during PDs Based on Pacing plan that PLCs will be development (will come after the cluster of summative assessments)	Teachers	Periodic Assessment school-wide proficiency rate increases	Periodic Assessment results will be analyzed to determine students' strengths and weaknesses.
Create CST Review Materials and administer the test	Math, English, Science, Social Studies	July 2012 and ongoing on PDs	Teachers	Students scoring at proficient or advanced increases	CST diagnostic test results will be used to determine student progress.
CAHSEE CAHSEE Diagnostic & Review Mock CAHSEE	Mathematics, English	Beginning October 2012 and ongoing	Math and English Teachers	passing rate both for CAHSEE ELA and Math increases	CAHSEE Diagnostic an Mock CAHSEE results will be used for CAHSEE prep

School of Social Justice Assessment Timeline

Assessment	Grade	Administration Time	Rationale
Placement Test (English and Math Standards)	9	July (before school starts)	For proper placement for enrollment
Course Exams	9-12 Ongoing	End of the semester	Checking for mastery and comprehension
Formative Assessments/Summative Assessments	9-12 Ongoing	At the end of each instructional lesson or chapter	Checking for understanding of essential standards
Periodic Assessments	9-12 Ongoing	Based on Pacing plan that PLCs will be development (will come after the cluster of summative assessments)	Checking for strong and weak areas
CST	9-12 Ongoing	End of May	Checking for mastery and comprehension
CAHSEE	10	March	Checking for mastery of ELA and Math concepts
PSAT	9 & 10	Mid October	Prepare students for the SAT
CAHSEE Diagnostic	9 & 10	End of May & End of October	Checking for mastery, comprehension and CAHSEE intervention of ELA and Math concepts
Mock CAHSEE	10	2 weeks before actual CAHSEE in March	Checking for mastery, comprehension and CAHSEE Critical Intervention of concepts
Portfolio	Ongoing to Exiting Senior Year	End of Grading Period and onto Senior E-Portfolio	Showcase their achievements on the learning goals
Interdisciplinary/PBL	9-12	End of the school year	Connection to the theme of the school
EAP (Math and English)	11	During CST, spring semester	Placement for senior year and monitoring of their readiness for college

Curriculum Development Timeline

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Teachers determine essential standards, aligned with California State Standards.	All subjects	June 2012	All teachers	Essential standards are determined.	Teachers use essential standards in creating and implementing rigorous lessons plans.
Select textbooks and/or supplementary materials as needed. Determine necessary equipment and supplies for implementation of the curriculum.	All subjects	June 2012	All teachers	Textbooks are in place before the school year starts.	Teachers give feedback on textbook correlation to state tests and its effectiveness.
In Professional Learning Communities, teachers will develop lessons that incorporate technology, SDAIE methodology and Marzano's instructional strategies.	All subjects	July 2012, ongoing	Subject Point Person	Incorporate Marzano's instructional strategies and technology into lessons and plan lessons	Survey, peer observations

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Create a timeline for administering common assessments, including both formative and diagnostic assessments.	All subjects	July 2012	All teachers; school coordinator, school counselor and school administrator	Create a timeline for administering common assessments, including both formative and diagnostic assessments.	Test results and passing rate are analyzed.
Teachers develop and implement interdisciplinary units	All subjects	July 2012, ongoing	Grade level lead teacher	Interdisciplinary units are designed, implemented, and learning outcomes are evaluated.	Analysis of learning outcomes based on unit assessments and data from benchmark assessments
Internships will be set up that align to pathways.	Senior classes	July 2012, ongoing	Senior class teachers	Students participate in internships related to the career pathway they have chosen.	School coordinator and counselor will track the percentage of students placed in an internship and the percentage of students that successfully completed the terms of the internships.

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The 4 year plan will be reviewed annually to ensure that all students are provided with an A-G curriculum and pathway courses in an effective manner.	All subjects	Annually	Coordinator, counselor, teachers	Students complete A-G requirements and are able to complete a sequence of pathway courses prior to graduation.	Counselor will regularly review student cumulative record to determine whether students are completing A-G requirements and pathway course sequences under the current 4-year plan.
Teachers will plan instruction designed to meet the individual learning needs of all students, including English Learners and Students with Disabilities	All subjects	June 2012, ongoing	All teachers	High student achievement across all subgroups	Analysis of student achievement data (benchmark assessments, summative assessments, CAHSEE, and CST) disaggregated by subgroup.

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<p>A pyramid of intervention will be developed.</p> <ul style="list-style-type: none"> Strategies for tier I (core instruction), tier II (strategic intervention), and tier III (intensive intervention) will be determined. A referral and progress monitoring system will be developed. All staff will be trained on intervention model. 	All subjects	June 2012, ongoing	Coordinator, counselors, and teachers	Struggling students are promptly identified and academic/behavioral interventions are provided. Progress is monitored to ensure the effectiveness of interventions.	Counselors and teachers will monitor academic/behavioral progress. Indicators may include benchmark assessment scores, academic marks, attendance, and teacher observations.
A plan will be developed to prepare students to pass the California High School Exit Exam and to provide additional support to students who are unsuccessful on the exam.	Math and English	Begin in July 2012, annually reviewed and updated	Coordinator, English and Mathematics Teachers	A large percentage of students pass the CAHSEE from the census administration and students who are given CAHSEE intervention are successful during the following intervention.	CAHSEE passing and proficiency rates are analyzed.

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Alternate means for students to take courses will be researched (i.e. online courses, community college courses, adult school courses, etc.) Alternatives will be offered to students.	All subjects	October 2012, ongoing	Coordinator, counselor	Students enroll in remedial and enrichment courses.	Counselor will track student completion of courses offered outside the regular daytime program.

HP School of Social Justice
Elect-to-Work Agreement
2011-2012

Mission:

The mission of School of Social Justice (SSJ) is to empower students to seek higher education and become community leaders using a relevant and rigorous standards-based instructional program. Students graduating from SSJ will be equipped with the skills necessary for success in both post secondary education and career paths. The focus of School of Social Justice's curriculum is to develop leadership skills (critical thinkers, problem solvers, and effective communicators) and encourage academic excellence of all students. All stakeholders will encourage and value students' unique attributes in order to help build a foundation for student success by developing a positive learning environment that fosters collaboration, accountability and leadership opportunities.

Vision:

The School of Social Justice commits itself to develop globally aware leaders that inspire others and courageously acts on their beliefs to bring positive change in their community and society.

Preamble

The School of Social Justice is a small school that has adopted features of the Pilot School model until it is officially granted Pilot Status by the District for the 2012-2013 school year. As an agreement between the Los Angeles Public School District and by union contract, Pilot Schools are granted increased autonomy and flexibility to be laboratories of educational innovations. This includes the right to set the "School day" and "School year" for both faculty and students and to make other alterations in the traditional teaching and learning conditions. The UTLA contract serves as the work agreement at non-pilot schools; however, this contract goes beyond the UTLA contract to include additional contractual requirements. All teachers working at School of Social Justice or as part of the application process must sign this contract.

As a Pilot School, School of Social Justice's primary decision-making body will be its Governing Board, replacing the role of the School Site Council. The Governing Board will comprise non-paid members that include administrators, teachers, parents, students and community members who will review and approve the annual elect to work agreement (EWA), budget, policies and vision of the school. In order to realize our vision, the staff at School of Social Justice is expected to undertake a number of specific responsibilities.

I. Terms of Employment

- HP School of Social Justice will operate on an early start calendar (August 14 – June 4, 2012).

- Employees and staff will report to work one week prior to the opening of the school year (for PD and school set up).
- Employees and staff will contribute to the college and career going culture of the school. They will nurture and establish strategies for a positive learning environment
- The workday for teachers and staff begins thirty minutes before school starts, and thirty minutes after school ends. One of these thirty minutes will cover conference and or tutor/mentor at-risk students.

II. Responsibilities of the Teachers

A. Instruction: *Teachers are expected to*

- Start and end class on time.
- Use class instructional time effectively and creatively.
- Provide a lesson plan different from an emergency lesson plan, when absent to the main office.
- Integrate the theme of social justice in the curriculum on a regular basis.
- Create and execute rigorous and standards-based lesson plans.
- Create and execute interdisciplinary theme-based lessons and projects.
- Establish rubrics to be used as a basis in determining what quality work are.
- Recognize that class work assignments are projects meant for increasing self-worth and self-esteem of the students.
- Use students' data for regrouping and differentiating instruction.
- Observe and practice the five key strategies the school adopted.
- Be curriculum planners.
- Implement intervention action plan for borderline and failing students.
- Recognize the efforts of the students who are meeting the standards and doing really well in their classes.
- Recognize the failing students immediately in order to make the necessary and effective suggestions to the students and their parents.
- Implement their assigned grade-level Advisory program.
- Devote at least two hours a week for students outside of class time, assisting students who need extra help. These are unpaid hours and must be submitted for the school calendar before the opening of the school year. Hours may be revised but proper notification must be followed.
- Participate in IEP, SST and intervention meetings as needed to support student achievement.
- Recognize that all teachers must contribute the time and resources above if the school is to be successful.
- Collaborate in an open door policy with students, colleagues, and parents.
- Participate in at least one community activity per year.
- Keep a record of parent conferences and parent calls.

B. Research: *Teachers are expected to*

- Analyze students' data periodically, and generate biweekly progress report as basis for regrouping students in advisory and designing best intervention programs.
- Be research collaborators.
- Keep current with effective teaching methods and practices to maintain professional growth and instruction.

C. Discipline: *Teachers are expected to*

- Implement a common school wide discipline plan (behavior contract).
- Implement common school wide classroom policies.
- Monitor the hallway during passing periods on a regular basis.
- Monitor the school grounds thirty minutes before and after school on a rotating basis.
- Monitor lunch study halls and detention on a rotating basis.

D. Professional Development and Accountability: *Teachers are expected to*

- Model and apply best teaching practices.
- Generate, co-plan and engage in PD activities on curriculum planning and revision, reflection on student progress, review of assessments, and analysis of teaching strategies.
- Provide feedback on faculty meetings.
- Present information and resources with colleagues upon return from seminars and conferences.
- Be fair peer evaluators and open to constructive criticisms (practicing both coaching and critical friend's model).
- Develop accountability to self, students, students' parents, colleagues, the school and community.
- Be flexible in team planning sessions.
- Attend five professional paid development days the last five days of summer prior to school opening.
- Work on a variety of teams to support the mission of the school; each teacher will participate in monthly content-area meetings and bi monthly grade-level team meetings to be held outside of professional development time and will be scheduled by these teams to at the time most convenient (before school, lunch, after school, or weekend).
- Plan, schedule and participate in all community-building activities (family night, conferences, recognition ceremony, etc.).
- Plan, schedule and participate in the annual Grade-Level Benchmark and Culmination Events, and Graduation.
- Participate in intervention meetings.
- Plan and participate in school meetings.
- Plan and participate in the peer observation process (teach, plan, reflect) as part of the collaborative, professional culture.
- Participate in an "Open Door" approach to teaching in which other teachers and staff are welcome at all times in the classroom.
- Set and achieve school-wide attendance and achievement goals.

E. Students' Activities: *Teachers are expected to*

- Support the extra-curricular activities of students at least one per season per sport.
- Establish a rapport with students in advisory to create an atmosphere conducive for learning to take place.
- Attend at least one students' recruitment fair each year.
- Plan, schedule and participate in the 9th grade orientation prior to school opening.

III. Responsibilities of the Lead Teacher: *The lead teacher is expected to*

- Communicate plans to the team in a timely manner at least 48 hours prior.
- Serve as representative or designee when administrator is out.
- Work with clerk to communicate with parents.
- Plan professional development activities.
- Plan and facilitate PLC work and staff meetings.
- Conference with failing and borderline students.
- Provide support to teachers.
- Serve as academic/instructional coach in modeling and strategizing lessons.
- Spearhead peer evaluations.
- Mentor new teachers.
- Collaborate with teachers to organize major school activities and certain community/outreach activities.
- Coordinate the solicitation of grant funds.
- Build communication with community to identify partners for career and resources.

III. Responsibilities of the Counselor: *The counselor is expected to*

- Program students based on data results keeping consideration for support of the vision and mission of the school.
- Conference with failing and borderline students.
- Schedule parent conferences and classroom visits.
- Do presentations on A-G requirements, on-going college readiness and high school educational plan.
- Organize motivational assemblies.
- Create workshops or group sessions to relate career interests, develop character, and avoid behavioral problems.
- Academic development, career development, and professional/social development.
- Develop a plan for counseling group to prevent behavioral problems.
- Promote student success.
- Design and provide preventive services.
- Respond to identified student needs.
- Meet with students to work on an Individual Student Plan each school year.
- Plan and participates in parent workshops.
- Collaborate with other educators in the school-wide plan.

- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- Participate in school events.
- Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
- Accurately and appropriately interpret and utilize student data.
- Collaborate with parents/guardians and educators to assist students with educational and career planning.
- Implement an effective referral and follow-up process.
- Participate in professional development activities to improve knowledge and skills.
- Adhere to laws, policies, procedures, and ethical standards of the school counseling profession.
- Collect and analyze data to guide an academic and behavioral program direction and emphasis.
- Monitor student academic performance, behavior and attendance and assists with appropriate interventions.
- Provide applicable materials and resources to advisory teachers for doing guidance activities in their classrooms.
- Is available for student and parents – devoting at least one hour afterschool hour a month.
- Send written communications to parents/guardians and teachers.
- Advocates for equity and access for all students.

IV. Responsibilities of the Principal/Administrator: *The principal/administrator is expected to*

- Provide effective guidance and assistance to teachers and staff.
- Support teachers and provides academic feedback necessary for the teacher's professional growth.
- Conducts classroom walk-through on a regular basis at least two times a month.
- Provide cognitive coaching to teachers.
- Work collaboratively with the lead teacher.
- Co-plan professional development activities.
- Assist with curriculum and instructional philosophy design.
- Address issues related to students' suspensions, trancies, attendance and behavior.
- Conference with failing and borderline kids.
- Establish business partnerships and community involvements.
- Staying abreast on current laws and policies affecting the operation of the school.
- Be responsible with the school's overall operations.
- Monitor budget in relation to the Governing Council system.
- Establish and lead parental involvement.

V. Teacher Evaluation

In the beginning of each school year, every teacher and school leader will develop an Individual Growth Planning. These plans will include attending workshops, exposure to watching someone demonstrate excellence in the development area and targeted attempts at trying out new skills in one's role as a teacher or school leader. fill out a pre-observation form listing his/her academic goals for the year. These goals are listed in the California Teaching Standards. Each teacher will schedule a pre-observation conference with the principal/administrator. Formal observations and walk-throughs will be conducted by the principal/administrator and by teachers observing other teachers. Post conferences will be held immediately after the teacher observations.

VI. Communications

All employees are expected to have an active email accounts that are accessible on school grounds. Emails are expected to be checked at least once a day. Emails may contain upcoming events. Emails will increasingly be used as a forum for collegial discussion of whole-school issues.

VII. Distributed leadership in a Pilot School

The distributed leadership/shared decision-making model used by this and other pilot schools necessitates collegial and frequent dialogue among staff, administrators, students, and families about every aspect of the school. This is an additional responsibility that requires teachers to:

- Participate in at least one of five SSJ committees (Instructional Leadership Team and others to be developed to meet school needs).
- Fulfill the duties of “point person” for one of the committees, grade-level team, or Content-level team (unless a 1st year teacher or a 2nd year teacher with 3 preps).
- Participate in regular and collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations.
- Contribute to dialogue around school issues in a collegial, productive, and timely manner.
- Seek ways to facilitate rather than hinder distributed leadership.
- Bring concerns, ideas, questions, and proposals to colleagues through transparent channels such as the ILT (Instructional Leadership Team), the Governing Board, grade level or content-area teams, or whole faculty meetings.
- Expect to take responsibility for implementing such changes in school operations or proposals, rather than view this as the domain of the “administration”.
- Work with administrative personnel in positive and constructive rather than adversarial ways.
- Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school.

VIII. Workday

The workday for teachers will be from 7:30 AM to 3:45 PM.
Teachers will attend 1 hour of professional development per week (Wednesday).

IX. The School Year

The school year for students will consist of 180 days of instruction. The contractual year begins August 14 and ends on June 4. Teachers, counselors, coordinators and clerical staff will work additional days according to the following schedule: Starting workdays (August 8 – June 8)

- Five days of professional development retreat during the week prior to the school year. The retreat will focus on school-wide instructional development practices.
- One mid-year full-day staff development event for common planning time (90 minutes). The focus will be divided among advisory, curriculum and leadership.
- One to three days of reflection and planning at the end of each school year, at the discretion of the faculty.
- Teachers will also meet with teaching team members during vacations until curriculum for the year is satisfactorily planned, reviewed and revised.

X. Substitute Coverage

In the spirit of a collaborative professional community, all teachers may be asked to cover classes for their colleagues. Teachers will be compensated. Whenever a teacher must be absent, he or she must provide lesson plans for the substitute teacher. Teachers will report necessary absences as soon as possible to avoid unplanned coverage of classes by colleagues.

XI. First and Second Year Teachers

In lieu of taking on key leadership roles, such as point person for a committee, new teachers will participate in BTSA support meetings and be expected to complete all requirements by the end of their 2nd year.

XII. Mentoring and Professional Support

Teachers with a minimum of 5 or more years in the teaching profession may be asked to support new teachers as BTSA support providers or informally by working with new teachers on lesson planning, classroom management, grading support, and in-class assistance. Teachers in collaboration will incorporate the elements of a teaching and learning framework to continue developing as professionals.

XIII. Hiring Staff

Teachers will be hired with the use of an interview team. The interview team will consist of one office staff, an administrator, lead teacher, a department specific teacher, a student and a parent. After the interview, each applicant will be notified of the decision in writing within 48 working hours. This

letter will be accompanied by a copy of the Elect to Work Agreement which must be signed by the candidate in order to validate the year of contract.

XIV. Salary, benefits, seniority, and membership in bargaining unit

The *School of Social Justice* teachers will continue to accrue seniority as they would if working elsewhere in the Los Angeles Unified School District. Anyone hired as a teacher will receive the wages and benefits established in the LAUSD Teacher's Contract. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit.

XV. Compensation for additional hours

Every effort will be made to compensate teachers above and beyond all hours required by the UTLA contract. Compensation will depend on availability of funds.

XVI. Exiting at the end of the year

Teachers may unilaterally exit themselves from the *School of Social Justice* at the end of the school year. When voluntarily terminating service, teachers are required to inform the principal verbally by the end of March and in writing by April 15. Principal will invite teachers to return or inform them of dismissal by April 15. The *School of Social Justice* will observe due process in supervision and dismissal procedures.

XVII. Dismissal

Teachers will be subject to dismissal from *School of Social Justice*. In accordance with existing laws and regulations as outlined in the UTLA Contract and by this Elect-to-Work Agreement, teachers are expected to fulfill all UTLA contractual obligations including but not limited to attending training and meetings regularly and punctually, providing lesson plans when out, calling for a sub, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. Moreover, teachers are expected to fulfill obligations outlined in this Elect-to-Work Agreement. Failure to do so satisfactorily may result in dismissal from the *School of Social Justice*. The Governing Board reserves the right to change rules and regulations regarding dismissal on an annual basis.

XVIII. Dispute Resolution

Process and procedures for dispute resolution will be determined by the Governing Board in subsequent years.

XIX. Performance Evaluation

Process and procedures for performance evaluations will be determined by the Governing Board.

As a teacher/staff member for the HP School of Social Justice, I will support the school's mission and vision in fulfilling the school's objectives. I will address my students' needs first at all

times. I will work collaboratively with my colleagues in meeting the diverse learning styles of our students. I will help design an interdisciplinary project geared towards the social justice theme of the grade level I'm teaching.

As a member of a small, independent school, I recognize that I need to share in distributive leadership and work creatively with the team in order for student success to be completely fulfilled. I agree to lend my support to at least one extra-curricular event each semester.

BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ ALL THE PROVISIONS OF THIS ELECTION AGREEMENT AND THAT I AGREE TO ALL ITS TERMS. I ACKNOWLEDGE THAT FAILURE TO MEET THESE EXPECTATIONS MAY RESULT IN TERMINATION

Dated: _____

Signature:

Name (Print):

Address:

Dated: _____

Signature:

Name (Print):

Address:

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Name (Print):

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Accepted by: School of Social Justice

Public School Choice 3.0 Performance Plan

PSC School Site: SRHS#7

Design Team Name: School of Social Justice (SSJ)

	Indicators	HP Baseline (09-10)	HP Baseline (10-11)	SSJ 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	42%	43%	18%	15%	1. Advisory 2. Parent Meetings 3. Teacher- Student Conferences 4. Block 0 class 5. Summer/ Winter Bridge	1. CST Results 2. End-of- Course Assessments 3. LAUSD Periodic Assessments 4. SSJ teacher creative Formative assessments	12%	9%
	<i>English Learners</i>								
	<i>Special Education</i>								
	<i>African American</i>								
	<i>Latino</i>								
	<i>White</i>								
	<i>Asian</i>								
	<i>Economically Disadvantaged</i>								
2	% of all students scoring Prof or Adv	24%	24%	51%	57%	1. Advisory 2. Parent Meetings 3. Tutorial	1. CST Results 2. End-of- Course Assessments 3. SSJ teacher creative Formative assessments	63%	70%
	<i>English Learners</i>	1.6%	2.2%						
	<i>Special Education</i>	0.8%	2.5%						
	<i>African American</i>								
	<i>Latino</i>	24.2%	23.8%						
	<i>White</i>								
	<i>Asian</i>								
	<i>Economically Disadvantaged</i>	24.3%	23.6%						
	CST MATH								
3	% of all students scoring FBB/BB	79%	76%	50%	42%	1. Advisory 2. Parent Meetings 3. Tutorial 4. Block 0	1. CST Results 2. End-of- Course Assessments 3. SSJ teacher creative Formative assessments	34%	26%
	<i>English Learners</i>								
	<i>Special Education</i>								
	<i>African American</i>								
	<i>Latino</i>								
	<i>White</i>								
	<i>Asian</i>								
	<i>Economically Disadvantaged</i>								
4	% of all students scoring Prof or Adv	5%	8%	31%	39%	1. Advisory 2. Parent Meetings 3. Tutorial	1. CST Results 2. End-of- Course Assessments 3. SSJ teacher creative Formative assessments	47%	55%
	<i>English Learners</i>	1.2%	1.3%						
	<i>Special Education</i>	0.0%	0.7%						
	<i>African American</i>								
	<i>Latino</i>	4.9%	8.2%						
	<i>White</i>								
	<i>Asian</i>								
	<i>Economically Disadvantaged</i>	4.9%	8.0%						

Public School Choice 3.0 Performance Plan

	Indicators	HP Baseline (09-10)	HP Baseline (10-11)	SSJ 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	11.1%	10.0%		21%	1. Advisory	CELDT Reclassificati on Rate	24%	27%
8	% EL Students Scoring Proficient on CELDT	48.0%	33.8%		40%	1. Advisory	CELDT Reclassificati on Rate	48%	56%
	GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	52%	52.3%			1. Advisory 2. Parent Meetings 3. Tutorial 4. Block 0	Number of students matriculatin g and graduating	100%	100%
10	CAHSEE Pass Rate (10 th grade)	53.9%	54.2%		75%	1. Advisory 2. Parent Meetings 3. CAHSEE Intervention 4. Block 0	CAHSEE Results	82%	90%
11	% Students In A-G Courses Receiving Grade of C or Higher	18.7%	21.2%		80%	1. Advisory 2. Parent Meetings 3. Tutorial 4. Block 0	Number of students matriculatin g and graduating	85%	90%
12	% Graduates Meeting A-G Requirements	12.2%	9.3%		NA	1. Advisory 2. Parent Meetings 3. Tutorial 4. Block 0	Graduation Rate	85%	90%
	RETENTION RATE (high schools only)								
	# First Time 9th Graders	1426	1207	116	125			125	125
	% Retained 9 th Graders	45%	30%	7.8%	5%	1. Advisory 2. Parent Meetings 3. Tutorial 4. Block 0	Matriculatio n Rate Credits Earned	3%	1%
	CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	93.1%	92.8%	96%	97%	Incentives and Reinforcemen t	Monitor weekly attendance rate	98%	99%
14	Attendance Rate for All Staff	92.9%	94.2%	100%	100%	Incentives and Reinforcemen t	Monitor weekly attendance rate	100%	100%
15	Number of Suspensions	73	90	1	1	Implement school-wide behavior plan	Number of suspensions by month and discipline	0	0

Public School Choice 3.0 Performance Plan

	Indicators	HP Baseline (09-10)	HP Baseline (10-11)	SSJ 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
							referrals each week		
16	School Experience Survey: % Parents Participating	15%	9%	25%	35%	Connect Ed Emails School Website Letters sent home Parent meetings	Survey participation rate of parents	50%	65%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	NA	9%	25%	50%	Connect Ed Emails School Website Letters sent home Parent meetings	Survey participation rate of parents	60%	70%
18	% of Students Participating in Extra-curricular Activities			20%	50%	Advisory Form self- initiated clubs	Increase by grade level of students participation in clubs	60%	70%
19	Job Shadowing	NA	NA	NA	NA	Survey students during sophomore year	Reflection of satisfaction in program at the end of each semester	50%	50%
20	Internship for Seniors	NA	NA	NA	NA	Create prep class during their junior year	Evaluation system	100%	100%

School of Social Justice
Design Team Name

February 7, 2012
Date

Applicant Team Representative Signature

Local District Superintendent Signature

Senior Inventory

Course Progress

Academic and Technical Courses and Electives			
A-G Courses	Required (credits)	Completed	In Progress
A History/Social Science	30		
B English/Language Arts	40		
C Mathematics	30		
D Science	20		
E Foreign Language	20		
F VAPA	10		
G Other Electives 70	70		
Physical Education	20		
Health/Life Skills	10		
Applied Technology	10		
Non-Course Requirements			
<ul style="list-style-type: none"> Pass the CAHSEE (California High School Exit Examination) Complete Service Learning and Community Service hours Meet the computer literacy requirement 			
Post Secondary Plans			
Plan for college	UC/CSU Systems	Vocational/Trade School	
Met with transitional teacher			

Calculation Spreadsheet for the 2010 Base API or 2011 Growth API For Grades 9-12 Students with No Disabilities

Part I - School Test Data

California Standards Test (CST)								
Performance Level Weighting Factor (fixed)	Performance Level	Number of Valid Scores by Content Area						
		English-Language Arts (ELA)	Mathematics	Mathematics 200 Pts.* Assignment	Science (End-of-Course Tests)	Science 200 Pts.* Assignment (End-of-Course)	History-Social Science (Grades 9-11 Only)	Life Science (Grade 10 Only)
1000	5 : Advanced	25	8	N/A	7	N/A	0	0
875	4 : Proficient	34	28	N/A	24	N/A	0	0
700	3 : Basic	36	22	N/A	64	N/A	0	0
500	2 : Below Basic	14	41	N/A	14	N/A	0	0
200	1 : Far Below Basic	7	17	0	6	1	0	0
Total Valid Scores		116	116	0	115	1	0	0

Verify that Part I data entry is complete (all cells = 0 or greater).

California High School Exit Examination (CAHSEE)			
Performance Level Weighting Factor (fixed)	Performance Level	Number of Valid Scores by Content Area	
		English-Language Arts (ELA)	Mathematics
1000	Pass	0	0
		N/A	N/A
		N/A	N/A
		N/A	N/A
200	No Pass	0	0
Total Valid Scores		0	0

Part II - API Calculation

A	B	C	D	E	F	G	H	I	J
Test Weight (fixed)	Content Area (from Part I)	Valid Scores (from Part I)	Total Weight A x C	Sum of Performance Level Weighting Factors x Valid Scores (from Part I)	Test Weight x Scores A x E	School Content Area Weights D ÷ Sum of D	Sum of F ÷ Sum of D	Scale Calibration Factor (fixed)	API Score
0.30	CST in ELA	116	34.80	88350	26505.00	41.752%			
0.20	CST in Math	116	23.20	71800	14360.00	27.834%			
0.10	CST in Mathematics-200 Pts.* Assignment	0	0.00	0	0.00	0.000%			
0.22	CST in Science (EOC)	115	25.30	81000	17820.00	30.354%			
0.05	CST in Science-200 Pts.* Assignment (EOC)	1	0.05	200	10.00	0.060%			
0.23	CST in History-Social Science	0	0.00	0	0.00	0.000%			
0.10	CST in Life Science	0	0.00	0	0.00	0.000%			
0.30	CAHSEE ELA	0	0.00	0	0.00	0.000%			
0.30	CAHSEE Mathematics	0	0.00	0	0.00	0.000%			
Total Values		348	83.35	241350	58695.00	100.000%	704.20	16.94	721

* If a student did not take the test, then the student record is assigned 200 points in API calculation.

School of Social Justice CST 2011 Results

<i>CST Levels</i>	<i>ELA</i>		<i>Math</i>		<i>Science</i>	
Advanced	21.6%	50.9%	6.9%	31.0%	6.1%	27.0%
Proficient	29.3%		24.1%		20.9%	
Basic	31.0%		19.0%		55.7%	
Below Basic	12.1%	18.1%	35.3%	50.0%	12.2%	17.4%
Far Below Basic	6.0%		14.7%		5.2%	

School of Social Justice CST 2011 Results

<i>Advanced/Proficient</i>	<i>ELA</i>	<i>Math</i>
SSJ	50.9%	31.0%
HP	24%	8%
Difference	26.9%	23%

SSJ Bell Schedule**ALTERNATING 4X4 BLOCK SCHEDULE**

Regular Bell Schedule (with Advisory) –School ends @ 3:15									
				M	T	W	Th	F	M
0	Block 0	7:25 am – 7:55 am	30 min	0	0	0	0	0	0
A	Advisory	8:00 am – 8:45 am	45 min	A	A	A	A	A	A
1/5	Block 1	8:50 am – 10:15 am	85 min	1	5	1	5	1	5
2/6	Block 2	10:20 am – 11:45 am	85 min	2	6	2	6	2	6
	Lunch	11:45 am – 12:15 pm	30 min						
3/7	Block 3	12:20 pm – 1:45 pm	85 min	3	7	3	7	3	7
4/8	Block 4	1:50 pm – 3:15 pm	85 min	4	8	4	8	4	8

Early Released PD Wednesdays (without Advisory) –School ends @ 2:10pm			
0	Block 0	7:25 am – 7:55 am	30 minutes
1/5	Block 1	8:00 am – 9:20 am	80 minutes
2/6	Block 2	9:25 am – 10:45 am	80 minutes
3/7	Block 3	10:50 am – 12:10 am	80 minutes
	Lunch	12:10 am – 12:40 pm	30 minutes
4/8	Block 4	12:45 pm – 2:05 pm	80 minutes
PD		2:10pm – 3:15 pm	65 minutes

<i>Minimum Days Bell Schedule (without Advisory) – School ends @ 12:35pm</i>			
0	Block 0	7:25 am – 7:55 am	30 minutes
1/5	Block 1	8:00 am – 9:00 am	60 minutes
2/6	Block 2	9:05 am – 10:05 am	60 minutes
3/7	Block 3	10:10 am – 11:10 am	60 minutes
	Brunch	11:10 am – 11:30 am	20 minutes
4/8	Block 4	11:35 am – 12:35 pm	60 minutes

School of Social Justice Calendar

YEAR 1 2012-2013 Early Start Calendar <i>Alternating 4x4 Block</i> <i>Schedule</i>	YEAR 2 2013-2014 Early Start Calendar <i>Alternating 4x4 Block</i> <i>Schedule</i>	YEAR 3 2014-2015 Early Start Calendar <i>Alternating 4x4 Block</i> <i>Schedule</i>
<i>Teachers will report one week earlier before the new School Year starts.</i>		
1st Quarter	1st Quarter	1st Quarter
<i>Aug. 14, 2012</i> <i>thru</i> <i>Oct. 10, 2012</i>	<i>Aug. 13, 2013</i> <i>thru</i> <i>Oct. 9, 2013</i>	<i>Aug. 12, 2014</i> <i>thru</i> <i>Oct. 8, 2014</i>
2nd Quarter	2nd Quarter	2nd Quarter
<i>Oct. 11, 2012</i> <i>thru</i> <i>Dec. 21, 2012</i>	<i>Oct. 10, 2013</i> <i>thru</i> <i>Dec. 20, 2013</i>	<i>Oct. 9, 2014</i> <i>thru</i> <i>Dec. 19, 2014</i>
3rd Quarter	3rd Quarter	3rd Quarter
<i>Jan. 7, 2013</i> <i>thru</i> <i>March 13, 2013</i>	<i>Jan. 6, 2014</i> <i>thru</i> <i>March 12, 2014</i>	<i>Jan. 5, 2015</i> <i>thru</i> <i>March 11, 2015</i>
4th Quarter	4th Quarter	4th Quarter
<i>March 14, 2013</i> <i>thru</i> <i>June 4, 2013</i>	<i>March 13, 2014</i> <i>thru</i> <i>June 3, 2014</i>	<i>March 12, 2015</i> <i>thru</i> <i>June 2, 2015</i>
<i>Teachers will report three days after the closing of the school year.</i>		

Waiver Identification Form

School Site: SRHS #7

Proposed School/Design Team Name: School of Social Justice

Proposed Governance Model (mark all that apply):

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

Waiver Request:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Methods of improving pedagogy | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Assessments | <input checked="" type="checkbox"/> Scheduling |
| <input type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development |
| <input checked="" type="checkbox"/> Budgeting control | <input checked="" type="checkbox"/> Mutual consent requirement for employees |
| <input checked="" type="checkbox"/> Teacher assignments* | <input type="checkbox"/> Staff appointments (e.g., department chairs)* |
| <input type="checkbox"/> Discipline & codes of conduct | <input type="checkbox"/> Other**: _____ |
| <input type="checkbox"/> Health and safety | |

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

**Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: _____ Date: February 7, 2012

UTLA Chapter Chair/Rep: _____ Date: February 7, 2012

School of Social Justice 4-Year Plan

9th Grade

9 th Grade				
A-G Requirements	Quarter 1	Quarter 2	Quarter 3	Quarter 4
A	World Geography A	World Geography B	World Geography A	World Geography B
B	Strategic LitA	English 9A	English 9B	Strategic Lit B
	English 9A	English 9B	Speech A	Speech B
	H English 9A	H English 9B	Speech A	Speech B
C	Math Tutorial	Algebra 1A	Algebra 1B	Math Tutorial
	Math Tutorial	Algebra 2A	Algebra 2B	Math Tutorial
	Algebra 2A	Algebra 2B	Geometry A	Geometry B
D	Biology A	Biology B	Biology A	Biology B
E	Spanish 1A	Spanish 1A	Spanish 1B	Spanish 1B
	Spanish 1A Speakers	Spanish 1A Speakers	Spanish 1B Speakers	Spanish 1B Speakers
F				
G	ICS A	ICS B	ICS A	ICS B
Graduation Requirements	PE 9A	PE 9A	PE 9B	PE 9B

STATE GRADUATION REQUIREMENTS

Academic and Technical Courses and Electives		Non-Course Requirements
A-G Courses	Required (credits)	<ul style="list-style-type: none"> Pass the CAHSEE (California High School Exit Examination) Complete Service Learning and Community Service hours (service work in each grade level) Meet the computer literacy requirement Senior Exhibition
A History/Social Science	30	
B English/Language Arts	40	
C Mathematics	30	
D Science	20	
E Foreign Language	20	
F VAPA	10	
G Other Electives 70	70	
Physical Education	20	
Health/Life Skills	10	
Applied Technology	10	

10th Grade

10 th Grade				
A-G Requirements	Quarter 1	Quarter 2	Quarter 3	Quarter 4
A	World History	World History		
B	H World History	H World History		
	English 10A	English 10B		
	Honors English 10A	Honors English 10B		
C	Math Tutorial	Algebra 2A	Algebra 2B	Math Tutorial
	Geometry A	Geometry B	Trigonometry A	Trigonometry B
	Trigonometry A	Trigonometry B	Math Analysis A	Math Analysis B
D	Biology A	Biology B		
	H Biology A	H Biology B		
	Chemistry A	Chemistry B		
E			Spanish 2A	Spanish 2B
F			Spanish Speakers 2A	Spanish Speakers 2B
G				
			New Media A	New Media B
			Environmental Studies A	Environmental Studies B
			Constitutional Law A	Constitutional Law B
Graduation Requirements	PE 10A	PE 10A	PE 10B	PE 10B

STATE GRADUATION REQUIREMENTS

Academic and Technical Courses and Electives		Non-Course Requirements
A-G Courses	Required (credits)	
A History/Social Science	30	<ul style="list-style-type: none"> Pass the CAHSEE (California High School Exit Examination) Complete Service Learning and Community Service hours (service work for each grade level) Meet the computer literacy requirement Senior Exhibition
B English/Language Arts	40	
C Mathematics	30	
D Science	20	
E Foreign Language	20	
F VAPA	10	
G Other Electives 70	70	
Physical Education	20	
Health/Life Skills	10	
Applied Technology	10	

11th Grade

11 th Grade				
A-G Requirements	Quarter 1	Quarter 2	Quarter 3	Quarter 4
A	US History A	US History B		
B	H US History A	H US History B		
	Contemporary Comp	American Lit		
	AP Language A	AP Language B		
C	Geometry A	Geometry B	Trigonometry A	Trigonometry B
	Math Analysis A	Math Analysis B	Statistics A	Statistics B
	Statistics & Probability A	Statistics & Probability B	Math Elective	Math Elective
D	Chemistry A	Chemistry B		
	Physiology A	Physiology B		
E			AP Spanish Language A Spanish 3A	AP Spanish Language B Spanish 3B
F			Drawing A Painting A Photo A	Drawing B Painting B Photo B
G	Mexican-American Lit		G Elective College Course	G Elective College Course
Graduation Requirements				

STATE GRADUATION REQUIREMENTS

Academic and Technical Courses and Electives		Non-Course Requirements
A-G Courses	Required (credits)	<ul style="list-style-type: none"> Pass the CAHSEE (California High School Exit Examination) Complete Service Learning and Community Service hours (service work for each grade level) Meet the computer literacy requirement Senior Exhibition
A History/Social Science	30	
B English/Language Arts	40	
C Mathematics	30	
D Science	20	
E Foreign Language	20	
F VAPA	10	
G Other Electives 70	70	
Physical Education	20	

Health/Life Skills	10	
Applied Technology	10	

12th Grade

A-G Requirements	Quarter 1	Quarter 2	Quarter 3	Quarter 4
A	Government	Economics		
B	ERWC 12A	ERWC 12B		
C	AP English Lit A Math Analysis A	AP English Lit B Math Analysis B	Statistics & Probability A	Statistics & Probability B
	Calculus A	Calculus B	Discrete Math	Discrete Math
	Calculus A AP	Calculus B AP	Discrete Math	Discrete Math
D	Physiology A	Physiology B		
	Physics A	Physics B		
	Forensic Science A	Forensic Science B		
E			AP Spanish Lit A	AP Spanish Lit B
F				
G			G Elective College Course	G Elective College Course
Graduation Requirements				

SUGGESTED/RECOMMENDED TECHNICAL COURSES FOR THE LAW AND JUSTICE PATHWAY

- Introduction to Law/Criminal law
- Constitutional Law/Civil Law (an A-G course)
- Law and Society
- International Law
- Business Law
- Environmental Law (if changed to Environmental Studies becomes an A-G course)
- Forensics
- Administration of Justice

STATE GRADUATION REQUIREMENTS

Academic and Technical Courses and Electives		Non-Course Requirements
A-G Courses	Required (credits)	<ul style="list-style-type: none"> • Pass the CAHSEE (California High School Exit Examination) • Complete Service Learning and Community Service hours (service work for each grade level) • Meet the computer literacy requirement
A History/Social Science	30	
B English/Language Arts	40	
C Mathematics	30	
D Science	20	
E Foreign Language	20	
F VAPA	10	

G Other Electives 70	70	• Senior Exhibition
Physical Education	20	
Applied Technology	10	

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 7, 2012

School/Office: School of Social Justice

Location District/Division: District 6

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

3.0 Retained Rights subject Article IX

Hours, Duties, and Work Year Article IX

1.0 General workday provisions

3.0 Minimum on-site obligation (3.0a)

4.4 Meeting on the two pupil-free days

5.0 Duty-Free Lunch

Assignment Article IX-A

2.0 b Requests and placements

Evaluation and discipline Article X

3.0 Frequency

Transfers Article XI

3.0 Teacher integration transfer program

6.0 Displacement

7.0 District-Wide Transfer List

15.0 Transfer Assignment Priority

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

- Employees and staff will report to work one week prior to the opening of the school year (for PD and school set up) and 3 days at closing of the school year.
- The workday for teachers and staff begins thirty minutes before school starts, and thirty minutes after school ends. One of these thirty minutes will cover conference and or tutor/mentor at-risk students.
- Devoting at least two hours a week after school (unpaid)
- Monitoring school grounds (rotation)
- Monitoring lunch study hall (rotation)
- 5 Professional development days prior to opening school
- Saturday 9th grade orientation
- Meet during vacation for curriculum planning
- Recruitment and placement will seek the best qualified and compatible candidates to join the SSJ team
- The recruitment of teachers and staff would need to agree to the school's EWA and follow the process of evaluation as opposed to priority district or seniority placement.
- Annual evaluation of teachers and staff

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

It is evident that many of the students that we will be servicing have large gaps in achievement. In order for students to get the necessary support and for our school culture to be one of professionalism and equal accountability the above waivers are needed so that the ongoing work and improvement can be obtained. School of Social Justice would take fairness and objectiveness into account when selection and placements

are in order. However, the team believes that in order for change and success to occur, the staff and employee's need to be compatible and driven by the same goals. In building a school from ground up in expectation and common agreements staff that apply and service this small school will need to agree to these critical items. Furthermore, in order to establish a student centered culture, many of the contractual agreements will have to be made.

Requesting Administrator's Approval:

Principal/Administrator

February 7, 2012

Local District Superintendent/Division Head/Designee

February 7, 2012

SCHOOL OF SOCIAL JUSTICE

Principal Job Description

Job Purpose

The principal serves as the instructional leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The principal is responsible for the direction and guidance of the instructional program and the operation of the school plant and related facilities for the entire 9-12 small school. The SSJ principal represents the school relations between the two other adjoining small schools that share the complex.

Achieving academic excellence requires that the principal work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. Inherent in the position are the involvements in scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

Reports to:

The principal is evaluated by an internal committee that consists of; School of Social Justice Governing Council, the Local District Superintendent or designee, and other community stakeholders.

Subordinates:

Any of the following: Library Media Teacher; Teachers; Career Counselor, Counselors, School Nurse, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aide as assigned; other certificated and classified personnel as assigned.

Job Functions and Responsibilities:

- Train appropriate staff in development of the master schedule.
- Oversee development of the master schedule, instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Understand and operate in the theory of Cognitive Coaching.
- Serve as a model of 21st century teaching and learning.
- Provide professional development to all leadership in the areas of cognitive coaching and of 21st century teaching and learning.
- Practice cognitive coaching as a model for others whereby enhancing their practice as teachers or leaders.
- Understand the theory of collaboration and provide professional development to all leadership in the area of collaboration.
- Practice a model for collaboration that results in an effective leadership team.
- Understand and practice data analysis with the leadership team

- Understand the theories behind small schools and the Pilot Model.
- Maintain the vision and guide the School of Social Justice to its fullest in terms of being an effective small school.
- Serve as a liaison to the stakeholders of the school community and shared complex.
- Interpret and implement state laws, Board of Education rules policies, procedures, and the pilot school contract.
- Provide guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
- Provides leadership for achievement of student goals; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
- Assists Governing Council in school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
- Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy, and procedures, and the school's student responsibility code. Organizes and conducts school extra-curricular activities and fundraising events.
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures. (Develop clearly understood procedures and provide regular drills for emergencies and disasters.)
- Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
- Maintains positive public relations and outreach contacts with parents and community groups. Establish a professional rapport with students, parents and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel.
- Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
- Evaluates the performance of certificated and classified personnel assigned to the school site. (Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and student growth and development.)
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance,

- program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
 - Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions and run meetings.
 - Oversee the development of Curriculum Committee and keep the Board apprised.
 - Nurture both students and teachers to achieve their greatest potential academically, instructionally and professionally.
 - Provide an atmosphere of integrity, obedience and charity throughout the school year.

Qualifications

Education Required

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study

Experience Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of small schools or small learning communities
2. Ability to coach others
3. Knowledge of 21st century teaching, learning, and leadership
4. Ability to develop the master schedule
5. Knowledge of the Critical Friends process
6. Professional growth appropriate for educational administration at the secondary level
7. Leadership skill in facilitating group process



Huntington Park

School of Social Justice

Professional Development

Dates	Time	Meeting	Content
August 13-17	8:00 – 2:00	PDS	OPENNING Logistics: Curriculum Planning (Identifying and Revising Essential Standards by Course and Grade level) Technology (School and Classroom Website) Advisory Curriculum Calendaring Events Team Building Project Base Planning
August 22	2:15-3:30	PDS Instruction	Visiting School Strategies and Protocols: Collaboration/Sharing Best Practices (Critical Friends)
August 29	2:15-3:30	PDS Instruction	Rigorous Unit: Project Based Learning (Establishing Essential Standards & Creating Common Formative Assessments: Curriculum Map)
September 5	2:15-3:30	PDS Intervention	Analyzing Data - PLC: Rigorous Unit (SMART Goals, Formative Assessments, Data Analysis, Sharing Best Practices)
September 12	2:15-3:30	PDS Instructional-Curriculum	Project Based Learning (Establishing Essential Standards & Creating Common Formative Assessments: Curriculum Map)
September 19	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
September 26	2:15-3:30	PDS Instruction	Cooperative Learning
October 3	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
October 10	2:15-3:30	PDS Instruction	Revisiting School Strategies: Collaboration/Sharing Best Practices (Critical Friends)
October 17	2:15-3:30	PDS Intervention	Analyzing Data - PLC: Reflective Cycle (SMART Goals, Formative Assessments, Data Analysis, Sharing Best Practices)
October 24	2:15-3:30	Instructional-Curriculum	School Strategies: Collaboration/Sharing Best Practices (Critical Friends)
October 31	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
November 7	2:15-3:30	PDS Instruction	School Strategies: Collaboration/Sharing Best Practices (Critical Friends) Rigorous Unit Planning
November 14	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
November 21	2:15-3:30	PDS Instruction	PLC Rigorous Unit Curriculum Map Rigorous Unit
November 28	2:15-3:30	PDS Intervention	Analyzing Data

December 5	2:15-3:30	Instructional-Curriculum	Critical Friends Collaboration/Sharing Best Practices
December 12	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
January 9	2:15-3:30	PDS Instruction	Critical Friends Collaboration/Sharing Best Practices Rigorous Unit
January 16	2:15-3:30	PDS Intervention	Analyzing Data - PLC: Rigorous Unit (SMART Goals, Formative Assessments, Data Analysis, Sharing Best Practices)
January 23	2:15-3:30	Instructional-Curriculum	Critical Friends Collaboration/Sharing Best Practices/Vertical Planning
January 30	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
February 6	2:15-3:30	PDS Instruction	Critical Friends Collaboration/Sharing Best Practices Rigorous Unit
February 13	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
February 20	2:15-3:30	PDS Instruction	Critical Friends /PLC Rigorous Unit Reflection Cycle, Curriculum Map
February 27	2:15-3:30	PDS Intervention	Analyzing Data
March 6	2:15-3:30	PDS Instruction	Critical Friends Collaboration/Sharing Best Practices Rigorous Unit
March 13	2:15-3:30	PDS Intervention	Analyzing Data
March 20	2:15-3:30	PDS Instruction	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
March 27	2:15-3:30	PDS Intervention	Analyzing Data - PLC: Rigorous Unit (SMART Goals, Formative Assessments, Data Analysis, Sharing Best Practices)
April 17	2:15-3:30	PDS Instruction	Critical Friends Reflection Cycle, Intervention: Curriculum Map Collaboration/Sharing Best Practices-Rigorous Unit
April 24	2:15-3:30	PDS Intervention	Analyzing Data
May 1	2:15-3:30	PDS Instruction	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
May 8	2:15-3:30	PDS Intervention	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
May 15	2:15-3:30	Instructional-Curriculum	Critical Friends Reflection Cycle, Intervention: Curriculum Map Collaboration/Sharing Best Practices
May 22	2:15-3:30	PDS Intervention	Analyzing Data
May 29	2:15-3:30	PDS Instruction	Critical Friends /PLC Rigorous Unit Reflection Cycle, Intervention: Curriculum Map
June 5 – 7	8:00 – 2:00	PDS	Staff Reflection – Input Next steps

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	School of Social Justice
Name of Team Representative	Enedelia Toledo
Signature of Team Representative	

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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.

APPLICANT TEAM INFORMATION				
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i>				
School of Social Justice – Pilar Diaz or Enedelia Toledo				
Address: 6020 Miles Avenue Huntington Park, CA 90255		Phone Number: (323) 527-6303 (562) 331-5389		
Website <i>(if applicable)</i>		Email Address: pilar.diaz@lausd.net etoledo2@toromail.csudh.edu		
School site for which your team is submitting a Letter of Intent:				
School type for which your team is applying:		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Traditional <input type="checkbox"/> ESBMM <input type="checkbox"/> Affiliated Charter </div> <div> <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> Network Partner <input type="checkbox"/> Independent Charter </div> </div>		
For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?		One, yes		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Apostol, Joy		561) 543-2738	joy.apostol@lausd.net	Huntington Park HS-Teacher
2. Celzo, Isagani		561) 827-2360	isagani.celzo@lausd.net	Huntington Park HS-Teacher
3. Diaz, Pilar		323) 527-6303	pilar.diaz@lausd.net	Huntington Park HS-Teacher
4. Kickert, Melissa		323) 807-0806	melissa.kickert@lausd.net	Huntington Park HS-Teacher
5. Toledo, Enedelia		562) 331-5389	etoledo2@toromail.csudh.edu	Huntington Park HS-Teacher
6. Adriana Marquez		323)227-9938	adri14319@gmail.com	Student
7. Jenifer Posada		323)584- 0796	jpinkluver5@gmail.com	Student

8. Adela Ramirez		323)585-1015	theramirezfam@sbcglobal.net	Parent
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