

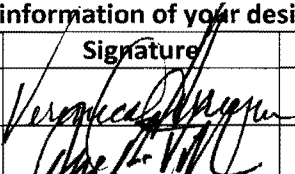
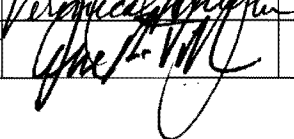
## Maclay Academy of Social Justice

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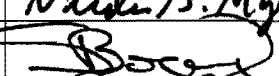
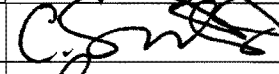

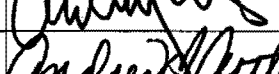
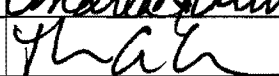
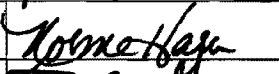
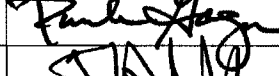
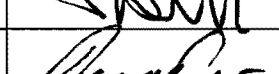
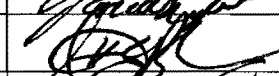
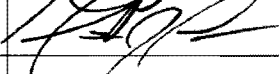
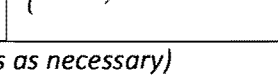



**FINAL LETTER OF INTENT**

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION				
<b>Name of Applicant Team</b> <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>  <b>Maclay Academy of Social Justice</b>				
<b>Address:</b> <b>12540 Pierce St.</b>		<b>Phone Number:</b> <b>(818)686-3812</b>		
<b>Website</b> <i>(if applicable)</i>		<b>Email Address:</b>  <b>Varre3@lausd.net</b>		
<b>School site for which your team is submitting a Letter of Intent:</b>		<b>Maclay Middle School</b>		
<b>Grade configuration of your school:</b>		<b>6-8</b>		
<b>School model for which you are applying:</b>		<input type="checkbox"/> Traditional <input type="checkbox"/> ESBMM <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Pilot <input type="checkbox"/> Network Partner <input type="checkbox"/> Independent Charter <input checked="" type="checkbox"/> Local Initiative School		
<b>Please respond:</b> 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. NO 2. 3.		
<b>School calendar-- please provide the following dates:</b> 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. August 14, 2012 – June 4, 2013 2. Dec. 24, 2012 – Jan. 11, 2013 3. March 25, 2013 – March 29, 2013		
<b>List the name and contact information of your design team members below:</b>				
<b>Printed Name</b>	<b>Signature</b>	<b>Phone</b>	<b>Email address</b>	<b>School/Affiliation</b>
1. Veronica Arreguin		(818)686-3812	varre3@lausd.net	Maclay M.S.
2. Jesus Villa		(818)686-3812	jvilla@lausd.net	Maclay M.S.



## PUBLIC SCHOOL CHOICE MOTION

3. Carlos Tobar		(818)686-3812	cat5003@lausd.net	Maclay M.S.
4. Jose Contreras		(818)686-3812	jcontr4@lausd.net	Maclay M.S.
5. Nicolas Mize		(818)686-3812	ngm3195@lausd.net	Maclay M.S.
6. Shawnie Bogacz		(818)686-3812	sbogacz@lausd.net	Maclay M.S.
7. Christina Sunderraj		(818)686-3812	cxs2081@lausd.net	Maclay M.S.
8. Lillian Broadous		(818)686-3812	lbroad1@lausd.net	Maclay M.S.
9. Anthony Mize		(818)686-3812	anthony.mize@lausd.net	Maclay M.S.
10. Andrea Auten		(818)686-3812	andrea.auten@lausd.net	Maclay M.S.
11. Thomas Auten		(818)686-3812	taa2861@lausd.net	Maclay M.S.
12. Norma Harris		(818)686-3812	norma.harris@lausd.net	Maclay M.S.
13. Pamela Gagan		(818)686-3812	pjg0852@lausd.net	Maclay M.S.
14. Joseph Masia		(818)686-3812	jmasia@lausd.net	Maclay M.S.
15. Jasmine Segovia		(818)686-3812	jxs0791@lausd.net	Maclay M.S.
16. Scott Barkman		(818)686-3812	Scb94871@lausd.net	Maclay M.S.
17. Luis Lepe		(818)686-3812	ljl1760@lausd.net	Maclay M.S.
18. Ronald Bibb		(818)686-3812	rbibb@lausd.net	Maclay M.S.

(Please add lines and pages as necessary)

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

1

**NAME OF PSC SCHOOL:**

Maclay Middle School

3

4

2	Demographic								Performance																				
	Size	Ethnicity				Other Groups			API		CST Proficiency												Others						
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/ Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009
Maclay Academy of Social Justice																													
Charter School/Network Partner																													
School 1																													
School 2																													
Local District X																													
Elementary, Middle, or High Schools																													
School-wide Teams																													
Maclay Middle School	965	61%	92%	0%	1%	100%	67%	15%	26	78	25.60%	2%	26.30%	7%	25.60%	####	18.40%	22.20%	25.60%	26.30%	24.90%	26.30%	21.20%	13.70%	13%	13%	N/A	N/A	N/A
Internal Teacher Team (Optional)																													

**INSTRUCTIONS**

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

**1. Name of PSC School:** Enter the name of the school for which you are applying.

**2. Applicant Team Name:** Several examples are shown. Enter your team/organization name in bold.

-*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.

-*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

-*School Teams.* Applicant teams that involve the entire school should provide school-level data.

-*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

**3. Demographic Data:** In cases where data are not available, please note with an asterisk (\*) in the box.

**4. Performance Data:** In cases where data are not available, please note with an asterisk (\*) in the box.

## **Maclay Academy of Social Justice - Principal Selection, Formal Job Description:**

In the eventuality that the current principal of the Maclay Academy of Social Justice resigns or otherwise leaves her position, the following description and requirements will be used to select her replacement. As stated in the plan, the Maclay Academy of Social Justice would like to implement the policy of hiring from within; to that end all administrative positions, including the position of principal, will first be opened to current staff who meet the following criteria (no other candidates will be considered if an on-site staff member is selected by the Personnel Team for the position):

The principal for the Maclay Academy of Social Justice Middle School must meet the following minimum requirements to hold a principal's position.

- California Administrative Credential
- California K-12 Teaching Credential
- Master's Degree from accredited college or university
- Multicultural Coursework
- Master Plan Coursework
- 10 years of successful full-time public school certificated service, with no fewer than 5 years as a teacher
- No fewer than 3 years in an out-of-classroom leadership position (Coordinator, Instructional Coach, etc.)
- No fewer than 3 years in an administrative position in a school-based position

Additionally, the following criteria, aligned with the vision and mission of the plan, will be utilized at the Maclay Academy of Social Justice for its principal.

- Educator with proven successful results in serving the student population of the East San Fernando Valley (currently Local District 2).
- Learner who practices a collaborative approach to leading, and creating the *Gradual Release of Responsibility Model* of instruction.
- Engaging individual who will work with students, parents, teachers, and support staff to meet the diverse (intervention and enrichment) needs of the school.
- A leader who believes in shared leadership.
- A leader who will participate in the selection committee (LIS Personnel Team) for succeeding principal, to ensure continuity of vision and mission.
- A leader and learner who practices 21<sup>st</sup> Century skills, including the technological ability necessary to facilitate engaging Professional Development for staff, inspirational messages for students, and promote the school to potential parents.
- A leader who models and believes in service to the community, whether local or global, as the pathway to a successful society.

The interview process for the principal's position will consist of four components: application process, an oral interview, a collaborative exercise and a professional development presentation. The candidates will be interviewed by the (LIS) Personnel Team. Rubrics for each of the components will be utilized to appraise the competencies of the candidates and make a final recommendation (consisting of their one selected candidate) to the superintendent.

- Application Process: A resume, letter of intent, letters of support from: student, teacher, current administrator, and parent.
- Oral Interview Process: A series of 5 -6 questions intended to get to know the candidate's belief system, vision for her/his role and perceptions on bilingual education, service learning, social justice, and the theory and methodologies of the *Gradual Release of Responsibility Model*.
- Collaborative Exercise: Simulation where candidate would be able to demonstrate her/his ability to think critically, problem solve, innovate or create, collaborate develop relationships, use multiple processes and strategies to move a group towards a specific end/outcome.
- Professional Development: Engage the interview committee on a professional development where the following aptitudes could be measured: understanding of learning and teaching, understanding of learning and teaching students who live in poverty, use of research based pedagogies which engage all learners (teachers, parents, and students).

The responsibilities of the principal include:

- Lead the school, together with the leadership team, in implementing the Design Team's Public School Local Initiative School Plan.
- Set the conditions for a collaborative, interdependent culture, where all stakeholders' voices are heard as the school takes ownership in ensuring student achievement, discipline, well being, and success.
- Set the conditions for a safe, welcoming and nurturing environment where learning is valued and operational structures are set in place to support a learning culture.
- Provide leadership for, and facilitate collaboration with, the Administrative Leadership Team, the School Based Leadership Team, Team Leaders, Department Chairs, and all stakeholders to ensure that the instructional plan is reviewed, monitored, and revised as needed to meet Federal, State, District and school goals and benchmarks.
- Provide differentiated professional development aligned to the Public School Local Initiative School Plan.
- Collaboratively, work with all stakeholders, including Administrative Leadership Team, advisory councils, and the School Site Council in developing a budget that is linked to students' needs and success, based on the vision, mission and goals of the Public School Local Initiative School Plan.
- Ensure that students are placed in the correct classes (including the Intervention and Enrichment period) based on EL needs, IEP goals, and their progress as measured by the Scholastic Reading Inventory, Scholastic Math Inventory, and other standardized assessments.
- Supervise and improve instruction.

## Public School Choice 3.0 Performance Plan

PSC School Site: Maclay Middle School

Design Team Name: Maclay Academy of Social Justice

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
<b>CST ELA</b>								
<b>1</b>	% of all students scoring FBB/BB	42.1%	32.5%	23%	<p>Target FBB, BB and B students and provide intensive intervention during the school day (I&amp;E ,Learning Center, and RTI?). Analyze data and provide targeted daily instruction four times each week. Intentionally utilize SDAIE strategies to meet student needs and to support English learners.</p> <p>Provide double-block ELA classes to allow all students to meet grade-level standards by increasing instructional minutes in ELA. This is a 30% increase in instructional minutes. Students will also receive additional intensive intervention during the school day, four times for 37 minutes a day, each week.</p> <p>Provide homework help, after-school and Saturday tutoring to allow students to meet grade-level standards by providing additional instruction and support.</p>	<p>Student success will be measured through:</p> <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData, Core- K-12</li> <li>• CST scores</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks</li> <li>• student portfolios</li> <li>• classroom observations</li> <li>• SRI and SMI results 3x per year</li> </ul>	13.5%	4%
	<i>English Learners</i>	79.9%	63.5%	54%			44.5%	35%
	<i>Special Education</i>	67.5%	3.6%	2.6%			1.6%	1
	<i>African American</i>	42.9%	29.4%	19.9%			11.4%	1.9%
	<i>Latino</i>	42.6%	32.9%	23.4%			13.9%	4.4%
	<i>White</i>	22.2%	20%	10.5%			1%	1%
	<i>Asian</i>	N/A	N/A	N/A			N/A	N/A
	<i>Economically Disadvantaged</i>	42.1%	32.1%	22.6%			13.1%	4%
<b>2</b>	% of all students scoring Prof or Adv	23.9%	25.5%	35%	<p>All Professional Development and instructional practices will follow these four foci in our Instructional Plan:</p> <ul style="list-style-type: none"> <li>• Provide Cognitively Demanding Grade-Level Standards-Based Instruction</li> <li>• Use Language Acquisition Instruction</li> <li>• Utilize Data Driven Decision Making and Instruction</li> </ul>	<p>Student success will be measured through:</p> <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData, Core- K-12</li> <li>• CST scores</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> </ul>	44.5%	54%
	<i>English Learners</i>	1.8%	3.7%	13.2%			22.7%	32.2%
	<i>Special Education</i>	7.5%	1.4%	10.9%			20.4%	29.9%
	<i>African American</i>	16.3%	29.4%	38.9%			48.4%	27.9%
	<i>Latino</i>	23.5%	25%	34.5%			44%	53.5%
	<i>White</i>	66.7%	40%	49.5%			59%	68.5%

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>Asian Economically Disadv.</i>	N/A 23.9%	N/A 25.2%	N/A 34.7%	<ul style="list-style-type: none"> <li>Provide Culturally Relevant and Responsive Education</li> </ul> <p>Use Research-Based Instructional Plan by implementing the Problem-Solving Model to</p> <ul style="list-style-type: none"> <li>Provide Cognitively Demanding Grade-Level Standards-Based Instruction               <ul style="list-style-type: none"> <li>Curricular Mapping</li> <li>Well-Crafted/Well-Taught Lesson</li> <li>Calibration of Student Work</li> <li>School-wide Intentional Academic Vocabulary</li> <li>School-wide Reading Instruction</li> </ul> </li> <li>Use Language Acquisition Instruction               <ul style="list-style-type: none"> <li>Language Functions and Language Forms</li> <li>Think-Pair Share</li> <li>Numbered Heads Together</li> <li>Realia/Hands-on</li> <li>Choral Response</li> <li>Thinking Maps</li> </ul> </li> <li>Utilize Data Driven Decision Making and Instruction               <ul style="list-style-type: none"> <li>Teacher Grade Level Teaming/Planning</li> <li>Actionable Professional Dialogue on Instruction, Intervention, Attendance and Social-Emotional Needs</li> <li>Individual, Team, and Department Accountability for Use of Technology and Data</li> <li>Systemic Implementation of Periodic Assessments and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>classroom assessments</li> <li>end-of-unit tests</li> <li>culminating tasks</li> <li>student portfolios</li> <li>classroom observations</li> <li>SRI and SMI results 3x per year</li> </ul>	N/A 44.2%	N/A 53.7%



## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					<ul style="list-style-type: none"> <li>Progress Monitoring Assessments               <ul style="list-style-type: none"> <li>○ Systemic Analysis of Authentic Student Work</li> </ul> </li> <li>• Provide Culturally Relevant and Responsive Education               <ul style="list-style-type: none"> <li>○ Classroom Management</li> <li>○ Cooperative Learning</li> <li>○ Holistic Child Development</li> <li>○ Classroom Environment Respectful of Diverse Needs</li> <li>○ Integration of Home-to-School Connections and Support</li> <li>○ Integrating Student's Life Experience to Make Instructional Connections</li> </ul> </li> </ul>			
					Strategies/activities for English Learners include: <ul style="list-style-type: none"> <li>• Use of the WestEd ELD/ELA Alignment document to ensure access to ELA standards for all English learners</li> <li>• Core SDAIE Instructional Strategies and Lesson Design Template to ensure delivery of effective standards-based SDAIE lessons</li> <li>• Implementation of the critical elements of SDAIE (Content, Connections, Comprehensibility, and Interactions) to enhance existing lessons from instructional guides and other LAUSD core curricular materials</li> <li>• Consistent implementation of access strategies/SDAIE for ELA and other content areas</li> <li>• Targeted interventions and support for</li> </ul>	<ul style="list-style-type: none"> <li>• CELDT Results</li> <li>• Reclassification Rates</li> </ul>		

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					<p>English learners not successful in Tier I instruction</p> <ul style="list-style-type: none"> <li>Targeted, data-driven professional development based on students linguistic and academic needs</li> <li>Provide classroom level coaching and mentoring support to teachers with the implementation of Research-Based Instructional Strategies</li> <li>Utilize Read180 Program to provide instruction for EL students working more than two years below grade level</li> </ul> <p>Ensure that teachers receive training in the ELS and HighPoint curriculum as well as other curriculum which targets English Learners.</p> <p>Implement recognition of High Performing ELs during regularly scheduled assemblies as a research-based motivational strategy. Implement three specific SDAIE strategies across grade levels and disciplines (Think-Pair-Share, Numbered Heads Together, and Choral Response)</p>			
					<p>Strategies/activities for students in Special Education include:</p> <ul style="list-style-type: none"> <li>Effective use of the learning center to provide targeted intervention</li> <li>Strategic and effective co-teaching to support access to rigorous standards-based instruction</li> <li>Frequent progress monitoring with graphing to guide instruction and</li> </ul>	<ul style="list-style-type: none"> <li>CMA Results</li> <li>CAPA Results</li> </ul>		

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					<p>intervention</p> <p>Continue to provide support in a co-teaching/collaborative model to SWDs, in adherence to IEPs.</p> <p>Engage teachers in the use of inclusion and collaborative models for RSP students.</p> <p>Provide effective instruction intervention and transition support for SWDs, including the Learning Center.</p> <p>Continue to use state test data to ensure that SWD are assessed using the truest measures of their abilities (ensure that those who meet criteria for CMA, CAPA take those tests)</p>			
					<p>Strategies for African Americans include:</p> <ul style="list-style-type: none"> <li>• Implementation of CRRE and the following three principles:               <ol style="list-style-type: none"> <li>1. Build meaningful connections</li> <li>2. Tie lessons to real life situations</li> <li>3. Project Based Learning</li> </ol> </li> </ul>			
					<p>Strategies for disadvantaged students include:</p> <ul style="list-style-type: none"> <li>• Open dialogue between student and the student's core team of teachers</li> <li>• Build teacher fluency in the language of poverty through PD</li> <li>• Build a culture in which trust and honesty is built in</li> <li>• Provide access to campus and</li> </ul>			

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					community resources			
<b>CST MATH</b>								
<b>3</b>	% of all students scoring FBB/BB	53.6%	46.6%	37%	Target FBB, BB and B students and provide intensive intervention during the school day (I&E ,Learning Center, and RTI <sup>2</sup> ). Analyze data and provide targeted daily instruction four times each week. Intentionally utilize SDAIE strategies to meet student needs and to support English learners.	Student success will be measured through: <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData, Core- K-12</li> <li>• CST scores</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks</li> <li>• student portfolios</li> <li>• classroom observations</li> <li>• SRI and SMI results 3x per year</li> </ul>	32%	26%
	<i>English Learners</i>	74.7%	70.2%	61%	Provide double-block math classes to allow all students to meet grade-level standards by increasing instructional minutes in math. This is a 30% increase in instructional minutes. Students will also receive additional intensive intervention during the school day, four times for 37 minutes a day, each week.  Provide homework help, after-school and Saturday tutoring to allow students to meet grade-level standards by providing additional instruction and support.		56%	50%
	<i>Special Education</i>	75%	76%	67%			62%	56%
	<i>African American</i>	77.1%	63.9%	54%			49%	43%
	<i>Latino</i>	52.8%	45.7%	36%			31%	25%
	<i>White</i>	33.3%	60%	51%			46%	40%
	<i>Asian</i>	N/A	N/A	N/A			N/A	N/A
	<i>Economically Disadv.</i>	53.6%	46.5%	37%			32%	26%
<b>4</b>	% of all students scoring Prof or Adv	23.6	24%	33%	All Professional Development and instructional practices will follow these four foci in our Instructional Plan:	Student success will be measured through: <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData, Core- K-12</li> <li>• CST scores</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> </ul>	38%	44%
	<i>English Learners</i>	7.2%	8.3%	17%	<ul style="list-style-type: none"> <li>• Provide Cognitively Demanding Grade-Level Standards-Based Instruction</li> <li>• Use Language Acquisition Instruction</li> <li>• Utilize Data Driven Decision Making and Instruction</li> <li>• Provide Culturally Relevant and</li> </ul>		22%	28%
	<i>Special Education</i>	5%	12%	21%			26%	32%
	<i>African American</i>	8.3%	11.1%	20%			25%	31%
	<i>Latino</i>	23.8%	24.4%	33%			38%	44%
	<i>White</i>	44.4%	20%	29%			34%	40%
	<i>Asian</i>	N/A	N/A	N/A			N/A	N/A

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>Economically Disadv.</i>	23.6%	24.5%	33%	<p>Responsive Education</p> <p>Use Research-Based Instructional Plan by implementing the Problem-Solving Model to</p> <ul style="list-style-type: none"> <li>• Provide Cognitively Demanding Grade-Level Standards-Based Instruction <ul style="list-style-type: none"> <li>○ Curricular Mapping</li> <li>○ Well-Crafted/Well-Taught Lesson</li> <li>○ Calibration of Student Work</li> <li>○ School-wide Intentional Academic Vocabulary</li> <li>○ School-wide Reading Instruction</li> </ul> </li> <li>• Use Language Acquisition Instruction <ul style="list-style-type: none"> <li>○ Language Functions and Language Forms</li> <li>○ Think-Pair Share</li> <li>○ Numbered Heads Together</li> <li>○ Realia/Hands-on</li> <li>○ Choral Response</li> <li>○ Thinking Maps</li> </ul> </li> <li>• Utilize Data Driven Decision Making and Instruction <ul style="list-style-type: none"> <li>○ Teacher Grade Level Teaming/Planning</li> <li>○ Actionable Professional Dialogue on Instruction, Intervention, Attendance and Social-Emotional Needs</li> <li>○ Individual, Team, and Department Accountability for Use of Technology and Data</li> <li>○ Systemic Implementation of Periodic Assessments and Progress Monitoring Assessments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• end-of-unit tests</li> <li>• culminating tasks</li> <li>• student portfolios</li> <li>• classroom observations</li> <li>• SRI and SMI results 3x per year</li> </ul>	38%	44%

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					<ul style="list-style-type: none"> <li>○ Systemic Analysis of Authentic Student Work</li> <li>● Provide Culturally Relevant and Responsive Education               <ul style="list-style-type: none"> <li>○ Classroom Management</li> <li>○ Cooperative Learning</li> <li>○ Holistic Child Development</li> <li>○ Classroom Environment Respectful of Diverse Needs</li> <li>○ Integration of Home-to-School Connections and Support</li> <li>○ Integrating Student's Life Experience to Make Instructional Connections</li> </ul> </li> </ul>			
					<p>Strategies for English Learners include:</p> <ul style="list-style-type: none"> <li>● Core SDAIE Instructional Strategies and Lesson Design Template to ensure delivery of effective standards-based SDAIE lessons</li> <li>● Implementation of the critical elements of SDAIE (Content, Connections, Comprehensibility, and Interactions) to enhance existing lessons from instructional guides and other LAUSD core curricular materials</li> <li>● Consistent implementation of access strategies/SDAIE for mathematics and other content areas</li> <li>● Targeted interventions and support for English learners not successful in Tier I instruction</li> <li>● Targeted, data-driven professional development based on students linguistic and academic needs</li> <li>● Provide classroom level coaching and</li> </ul>			

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					mentoring support to teachers with the implementation of Research-Based Instructional Strategies			
					<p>Strategies/activities for students in Special Education include:</p> <ul style="list-style-type: none"> <li>• Effective use of the learning center to provide targeted intervention</li> <li>• Strategic and effective co-teaching to support access to rigorous standards-based instruction</li> <li>• Frequent progress monitoring with graphing to guide instruction and intervention</li> </ul> <p>Continue to provide support in a co-teaching/collaborative model to SWDs, in adherence to IEPs.</p> <p>Engage teachers in the use of inclusion and collaborative models for RSP students.</p> <p>Provide effective instruction intervention and transition support for SWDs, including the Learning Center.</p> <p>Continue to use state test data to ensure that SWD are assessed using the truest measures of their abilities (ensure that those who meet criteria for CMA, CAPA take those tests)</p>	<ul style="list-style-type: none"> <li>• CMA Results</li> <li>• CAPA Results</li> </ul>		
<b>ENGLISH LEARNERS (EL)</b>								
<b>7</b>	Reclassification Rate	13%	11%	21%	• Operationalize effective Access to Core instruction: Content, Connections,	Success will be measured through: • Increased reclassification rates	24%	27%

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					<p>comprehensibility and interaction</p> <ul style="list-style-type: none"> <li>• Implement 4 critical elements, SDAIE/CRRE bridge</li> <li>• Implement common access to core strategies for math and English language arts in K-12</li> <li>• Provide structures and support for English learners within a multi-tiered framework</li> <li>• Review CELDT Data with students to build understanding of how to meet reclassification criteria</li> </ul> <p>Monitor students who meet 2 areas of reclassification criteria.</p> <p>Provide intervention, advisement, and coordination of services to improve student success in the classroom.</p> <p>Provide PD on the reclassification process to all staff members.</p> <p>Ensure that ELs, who are not meeting CELDT reclassification criteria, will receive targeted intervention to increase English proficiency.</p>	<ul style="list-style-type: none"> <li>• EL monitoring rosters</li> <li>• RFEP Monitoring Rosters</li> <li>• CELDT Results</li> <li>• CST Results</li> </ul>		
8	% EL Students Scoring Proficient on CELDT	34%	34%	40%	<p>Strategies/activities include:</p> <ul style="list-style-type: none"> <li>• Targeted standards-based ELD instruction based on student's proficiency level</li> <li>• 2-hour instructional blocks of daily ELD/ESL instruction at the student's identified proficiency level for secondary English learners</li> <li>• Use of WestEd, <i>The Map of Standards</i></li> </ul>	<p>Consistent monitoring of student progress through:</p> <ul style="list-style-type: none"> <li>• Increased % of EL students scoring proficient on CELDT</li> <li>• Curriculum-based assessments</li> <li>• ELD Assessment Portfolios</li> <li>• Use of MyData,</li> <li>• Core K-12</li> <li>• Supervision of instruction and</li> </ul>	46%	52%



## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					<p><i>for English Learners</i> (ELD/ELA alignment document) to ensure access to ELA standards</p> <ul style="list-style-type: none"> <li>• Consistent implementation of effective ELD/ESL instruction including:</li> <li>• Secondary High Point Curriculum</li> <li>• Thinking Maps</li> <li>• Graphic Organizers</li> <li>• Task-Based Language Teaching</li> <li>• Numbered Heads Together</li> <li>• Think-Pair-Share</li> <li>• Reciprocal Teaching</li> <li>• Choral Response</li> <li>• Language Functions and Language Forms</li> <li>• Language Objectives</li> <li>• Total Physical Response</li> </ul> <p>Provide classroom level coaching and mentoring support to teachers with the implementation of Research-Based Instructional Strategies.</p> <p>Utilize research-based and data-driven teaching strategies in daily instruction as well as during the regularly scheduled intervention period to increase academic language acquisition, specifically in areas of greatest need as indicated by CELDT scores for our school (writing, reading, and speaking).</p>	classroom observation during the ELA/ELD block		
<b>GRADUATION</b> (high schools only)								
9	Four Year Cohort Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
10	CAHSEE Pass Rate (10 <sup>th</sup> grade)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	% Students In A-G Courses Receiving Grade of C or Higher	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	% Graduates Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>RETENTION RATE (high schools only)</b>								
	# First Time 9th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Retained 9 <sup>th</sup> Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>CULTURE/CLIMATE &amp; MISSION-SPECIFIC</b>								
13	Attendance Rate for Students	95.2%	94.9%	96%	Provide counseling and assistance to individual students requiring one-on-one support regarding attendance issues • Increase attendance incentives/rewards systems • School-wide recognition assemblies	Increased student attendance rates	96%	96%
14	Attendance Rate for All Staff	93.1%	94.7%	96%	Promote health, nutrition and fitness programs.  Provide incentives (restaurant gift certificates)	Increased staff attendance rates	96%	96%
15	Number of Suspensions	10.8%	11.1%	8.6%	Provide supervised after school programs, including Project Grad-L.A./Connections tutoring, BTB Youth Services.  Provide grade-level assemblies to remind students of positive behavior expectations.  Implementation of the School-wide Positive Behavior Support Plan	Decreased suspension rates	6.1%	5%
16	School Experience Survey: % Parents Participating	22%	40%	45%	Provide opportunities for parents to take the survey during parent meetings as well as other school events.	Increased % of parents participating	50%	60%

## Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	41%	33%	47%	Plan and implement parent classes, trainings and events, including: <ul style="list-style-type: none"> <li>• Quarterly Parent Trainings</li> <li>• Parent Science Fair</li> <li>• Parent/ Student International Day</li> <li>• Monthly Parent Volunteer Meetings</li> <li>• Annual Volunteer Recognition Luncheon</li> <li>• Annual Project Grad L.A. Recognition Ceremony</li> <li>• Interpretation of CELDT data</li> <li>• Coffee with the Principal</li> <li>• 8<sup>th</sup> to 9<sup>th</sup> Grade Transition Classes</li> <li>• Post Cards Thanking Parents for attending meetings</li> <li>• Post Cards Notifying Parents they were missed at the meeting.</li> <li>• Continuous Parent Classes that include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading is Fundamental</li> <li><input type="checkbox"/> College Readiness</li> <li><input type="checkbox"/> Drug and Alcohol Awareness</li> <li><input type="checkbox"/> Health and Nutrition</li> </ul> </li> </ul>	Success will be measured by: <ul style="list-style-type: none"> <li>• Increased response rates</li> <li>• Having a welcoming environment and opportunities to participate</li> <li>• Ongoing engagement in parent center activities</li> <li>• Evidence of ongoing, communication to parents and engagement of parents in school-sponsored activities</li> </ul>	61%	75%
18	School Experience Survey: % of students indicating they are safe on school grounds	76%	78%	83%	<ul style="list-style-type: none"> <li>• Relationship building</li> <li>• Increased extracurricular activities</li> <li>• School-wide Positive Behavior Support Plan</li> </ul>	Success will be measured by having an increased number of students indicating they feel safe on school grounds.	87%	92%
19	School Experience Survey: % of parents indicating they	55%	52%	57%	<ul style="list-style-type: none"> <li>• Increased parent teacher</li> </ul>	Success will be measured by an increased number of	63%	68%

## Public School Choice 3.0 Performance Plan

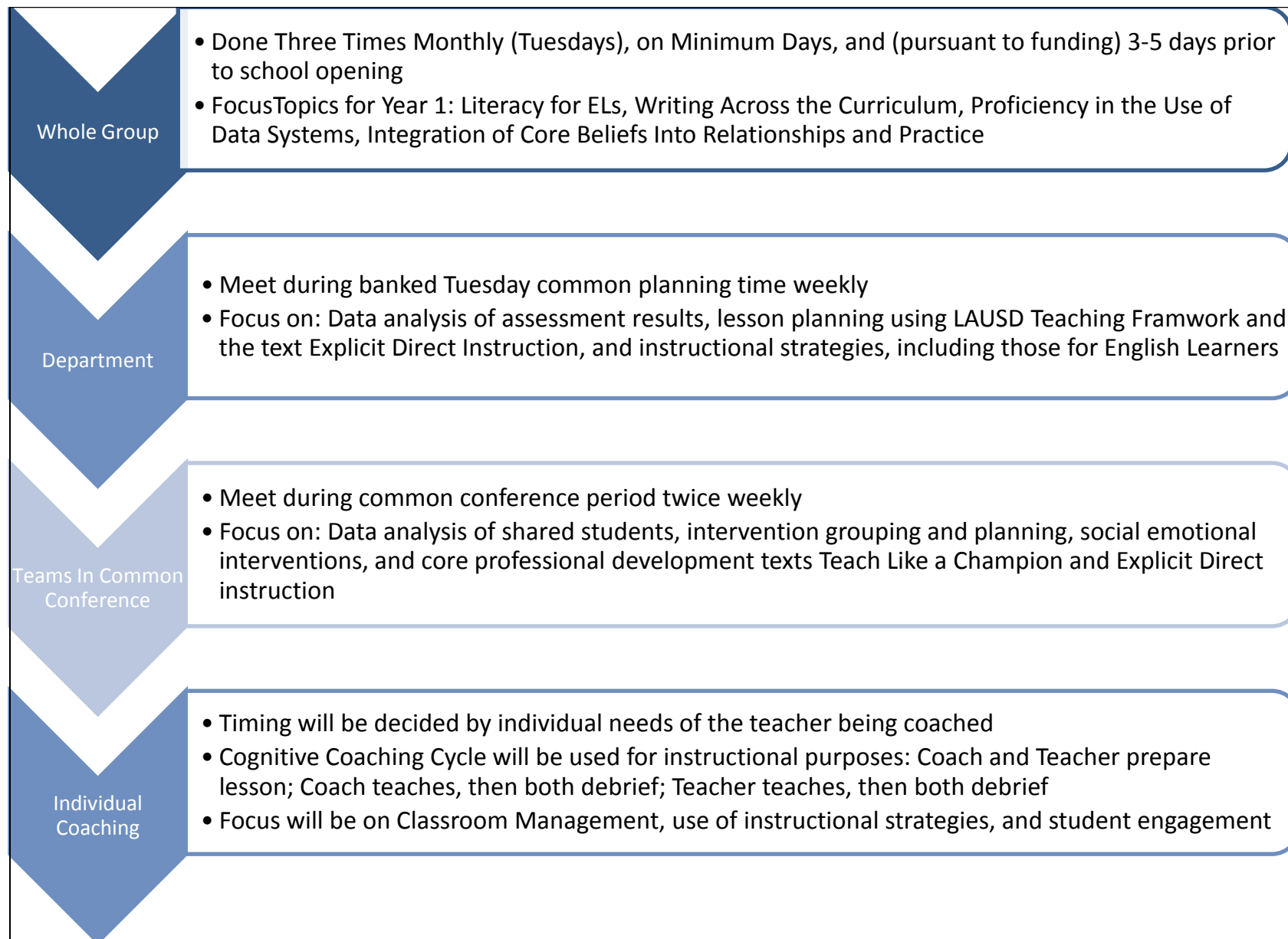
	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	talk with the teacher about their child's school work				meetings including family events <ul style="list-style-type: none"> <li>• Parent classes</li> </ul>	parents communicating with their child's teachers		
20	School Experience Survey: % of overall support, commitment, & collaboration - teachers	76%	75%	80%	<ul style="list-style-type: none"> <li>• Scheduled team meetings planned with intentionality</li> <li>• Teacher led student clubs</li> <li>• Increased opportunities to become involved in school leadership through school committees</li> </ul>	Success will be measured by an increased percentage of teachers reporting "often" or "always" in the category of overall support, commitment & collaboration on the school survey.	85%	90%

Maclay Academy of Social Justice  
Design Team Name

February 7, 2012  
Date

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

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



**Maclay Academy of Social Justice**  
**2012-13 Bell Schedule**

**Regular Schedule (80 minutes)**

377 Instructional Minutes

Session	6 <sup>th</sup> / 7 <sup>th</sup> GRADE		Min.	8 <sup>th</sup> GRADE		
1 / 2	8:27	9:47	80	1 / 2	8:27	9:47
Passing	9:47	9:52	5	Passing	9:47	9:52
3 / 4	9:52	11:12	80	3 / 4	9:52	11:12
Nutrition	11:12	11:27	15	Nutrition	11:12	11:27
Passing	11:27	11:32	5	Passing	11:27	11:32
5 / 6	11:32	12:52	80	5 / 6	11:32	12:52
Lunch	12:52	1:22	30 / 5	Passing	12:52	12:57
Passing	1:22	1:27	5 / 37	I & E	12:57	1:34
I & E	1:27	2:04	37 / 30	Lunch	1:34	2:04
Passing	2:04	2:09	5	Passing	2:04	2:09
7 / 8	2:09	3:29	80	7 / 8	2:09	3:29

**Tuesday Schedule (68 minutes)**

287 Instructional Minutes

Session	6 <sup>th</sup> / 7 <sup>th</sup> GRADE		Min	8 <sup>th</sup> GRADE		
1 / 2	8:27	9:35	68	1 / 2	8:27	9:35
Passing	9:35	9:40	5	Passing	9:35	9:40
3 / 4	9:40	10:48	68	3 / 4	9:40	10:48
Nutrition	10:48	11:03	15	Nutrition	10:48	11:03
Passing	11:03	11:08	5	Passing	11:03	11:08
5 / 6	11:08	12:16	68	5 / 6	11:08	12:16
Lunch	12:16	12:46	30 / 5	Passing	12:16	12:21
Passing	12:46	12:51	5 / 68	7 / 8	12:21	1:29
7 / 8	12:51	1:59	68 / 30	Lunch	1:29	1:59

**Minimum Day Schedule (58 minutes)**

6 <sup>th</sup> GRADE			7 <sup>th</sup> & 8 <sup>th</sup> GRADE		
1 / 2	8:27	9:25	1 / 2	8:27	9:25
Passing	9:25	9:30	Passing	9:25	9:30
3 / 4	9:30	10:28	3 / 4	9:30	10:28
NUTRITION	10:28	10:43	NUTRITION	10:28	10:43
Passing	10:43	10:48	Passing	10:43	10:48
5 / 6	10:48	11:46	5 / 6	10:48	11:46
Passing	11:46	11:51	Passing	11:46	11:51
7 / 8	11:51	12:49	7 / 8	11:51	12:49

## Waiver Identification Form

**School Site: Charles Maclay Middle School**

**Proposed School/Design Team Name: Maclay Academy of Social Justice**

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

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

**Waiver Request:**

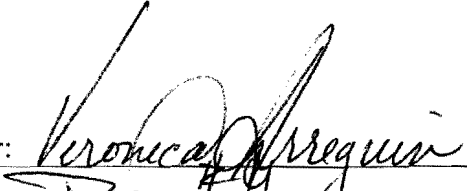

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Methods of improving pedagogy      | <input checked="" type="checkbox"/> Curriculum  |
| <input checked="" type="checkbox"/> Assessments                        | <input checked="" type="checkbox"/> Scheduling  |
| <input checked="" type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development  |
| <input checked="" type="checkbox"/> Budgeting control                  | <input checked="" type="checkbox"/> Mutual consent requirement for employees                            |
| <input checked="" type="checkbox"/> Teacher assignments*               | <input checked="" type="checkbox"/> Staff appointments (e.g., department chairs)*                       |
| <input type="checkbox"/> Discipline & codes of conduct                 | <input checked="" type="checkbox"/> Other**: Granting of Probationary Contracts; Order of Re-Employment |
| <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: 2/6/12
UTLA Chapter Chair/Rep: 	Date: 2-6-12

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Federal and State Education Programs

**LAUSD/UTLA WAIVER REQUEST**

(Please provide complete and detailed information for this waiver. The electronic version will allow expanded responses in each textbox.)

**School:** Maclay M.S. **Local District:** 2 **Date:** 11-1-11

**A. Waiver Description:**

Charles Maclay Middle School requests a waiver to combine Thursday Common Planning Time with Professional Development Tuesdays. This would result in every Tuesday being a Teacher Professional Development Day. This would be a shortened day for students (1:29 p.m. dismissal) with teacher Professional Development occurring from 1:45 p.m. to 4:05 p.m. three Tuesdays per month, and 1:45 p.m. to 3:10 on the other Tuesday(s) in the month.

**B. Current Procedures:**

Briefly describe LAUSD District policy or bargaining unit contract provision for which waiver is requested (attach supporting documentation):

Currently middle schools have one hour of Common Planning Time every Thursday (students are dismissed one hour early) and 11 assigned Professional Development Tuesdays designated by the District with dismissal at 1:29 p.m.

**C. Rationale:**

- a.** What evidence supports the need to change your school's current practice? (Attach SPSA page or Update page if applicable)

Maclay has met most, but not all of our AMO's and AYP under NCLB. Our school community realizes that in order to improve student learning and achievement we must improve individual teacher practice. The only way we can improve teacher practice is focused weekly professional development and teacher collaboration/lesson study in which the focus is on specific teacher strategies/practices that will drive student learning and student achievement.

- b.** How will going beyond current Board policies or bargaining unit contract provisions allow your school to improve?

By allowing our school professional development time every Tuesday, our teachers will have more time to focus on looking at student work, identifying student areas of need, and plan for interventions/enrichments. In addition, teachers can focus on differentiating their instruction to meet individual student needs.

**D. Accountability:** Evidence must exist in order for the waiver to be considered for future approval.

- a.** What benchmarks will be used to measure the success of your waiver?

Maclay Middle School will exceed its three-year API growth target rate for the next three years.

- b.** If the waiver has been granted in the past, what is the evidence of success?

Maclay's API scores have grown and we did meet our API target growth this year.



## Certification for Approval *(Original signatures on file with Local District 2)*

(Stakeholders' signatures do not imply automatic District/UTLA Approval. Each waiver requested is judged on its individual merits.)

The undersigned certify that formal approval of this waiver request was obtained in accordance with LAUSD/UTLA guidelines including:

1. Two-thirds agreement of certificated bargaining unit members by formal vote.

\_\_\_\_\_  
UTLA Chapter Chairperson's Signature

\_\_\_\_\_  
Date

2. Formal approval of a majority of classified staff. An official meeting was held and a formal vote was conducted. The vote resulted in a least a 50% + 1 vote margin.

\_\_\_\_\_  
Classified Representative

\_\_\_\_\_  
Date

3. Formal approval of a majority of attending parents. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature

\_\_\_\_\_  
Date

4. Signature of the Principal.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

### Return completed form to your Local District Superintendent

**LOCAL DISTRICT ANALYSIS:** (Provide the reason(s) if denied. The electronic version will allow expanded responses in each textbox)

☐ Approved

☐ Approved with Conditions

☐ Denied

\_\_\_\_\_  
Local District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Waiver Expiration Date

Send a copy of the Waiver Request to: 1. John Ralles, Director, SB-1X Office, Beaudry Bldg., 16<sup>th</sup> floor.  
2. UTLA – Julie Washington, Elementary V.P.  
or Gregg Solkovits, Secondary V.P.

**UTLA ANALYSIS:** (Provide the reason(s) if denied)

☐ Approved

☐ Approved with Conditions

☐ Denied

\_\_\_\_\_  
UTLA Representative

\_\_\_\_\_  
Date

Forward the Waiver Request:

- 1) Requesting school
- 2) Local District Office
- 3) SB-1X Office

\* Please note the change in date from Bulletin 4044.0

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Federal and State Education Programs

**LAUSD/UTLA WAIVER REQUEST**

(Please provide complete and detailed information for this waiver. The electronic version will allow expanded responses in each textbox.)

**School:** Charles Maclay MS 8228

**Local District:** 2

**Date:** 11-1-11

**A. Waiver Description:**

To designate the School-Site Council, as described in the State Education Code, as our school's only decision making council, we agree to do the following:

- Dissolve our local leadership council as described in Article XXVII in LAUSD/UTLA Agreement and delegate its roles, responsibilities and authority to the School Site Council.
- School site Council will accept the roles, responsibilities, and authority of the Local School Leadership Council.
- Constitute the School Site Council membership according to the state guidelines. Council will consist of 50% school staff (principal, teachers, classified/support staff, with teachers forming the majority of the school staff membership).
- Elect the School Site Chairperson and officers according to the State guidelines.

**B. Current Procedures:**

Briefly describe LAUSD District policy or bargaining unit contract provision for which waiver is requested (attach supporting documentation):

Requesting a waiver of LAUSD/UTLA Agreement, Article XXVII establishment, formation, and function of the School Leadership Council

**C. Rationale:**

- a.** What evidence supports the need to change your school's current practice? (Attach SPSA page or Update page if applicable)

Maclay has been successfully functioning with the single council for the past three years. The attendance at meetings, especially of parents, has been consistent, and participation of members has been excellent, resulting in a truly collaborative and productive decision making council.

- b.** How will going beyond current Board policies or bargaining unit contract provisions allow your school to improve?

Having on clear-cut leadership council will make it easier for our parents to attend just one meeting per month (instead of two) and become more involved with their children's education. Staff members also find it more convenient to attend just one meeting per month, increasing staff participation and attendance.

**D. Accountability:** Evidence must exist in order for the waiver to be considered for future approval.

- a.** What benchmarks will be used to measure the success of your waiver?

Maclay will meet or exceed our API target growth rate over the next three years.

- b.** If the waiver has been granted in the past, what is the evidence of success?

Our API scores have grown and we did meet our API target growth this year.

## Certification for Approval *(Original signatures on file with Local District 2)*

(Stakeholders' signatures do not imply automatic District/UTLA Approval. Each waiver requested is judged on its individual merits.)

The undersigned certify that formal approval of this waiver request was obtained in accordance with LAUSD/UTLA guidelines including:

1. Two-thirds agreement of certificated bargaining unit members by formal vote.

\_\_\_\_\_  
UTLA Chapter Chairperson's Signature

\_\_\_\_\_  
Date

2. Formal approval of a majority of classified staff. An official meeting was held and a formal vote was conducted. The vote resulted in a least a 50% + 1 vote margin.

\_\_\_\_\_  
Classified Representative

\_\_\_\_\_  
Date

3. Formal approval of a majority of attending parents. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

\_\_\_\_\_  
Leadership Council Parent/Community Member's Signature

\_\_\_\_\_  
Date

4. Signature of the Principal.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

**Return completed form to your Local District Superintendent by May 22, 2009\***

**LOCAL DISTRICT ANALYSIS:** (Provide the reason(s) if denied. The electronic version will allow expanded responses in each textbox)

☐ Approved

☐ Approved with Conditions

☐ Denied

\_\_\_\_\_  
Local District Superintendent

\_\_\_\_\_  
Date

June 30, 2010  
Waiver Expiration Date

Send a copy of the Waiver Request to: 1. John Ralles, Director, SB-1X Office, Beaudry Bldg., 16<sup>th</sup> floor.  
2. UTLA – Julie Washington, Elementary V.P.  
or Gregg Solkovits, Secondary V.P.

**UTLA ANALYSIS:** (Provide the reason(s) if denied)

☐ Approved

☐ Approved with Conditions

☐ Denied

\_\_\_\_\_  
UTLA Representative

\_\_\_\_\_  
Date

Forward the Waiver Request:

- 1) Requesting school
- 2) Local District Office
- 3) SB-1X Office

\* Please note the change in date from Bulletin 4044.0

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:** January 20, 2012

**School/Office:** Maclay M.S. (8228)

**Local District/Division:** 2

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

XIII 1.0 Granting of Probationary Contracts; 8.0 Order of Re-Employment

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

“The Local Initiative School” Authority states that, “The professionals and parents at each school are usually in a better position to assess and address local needs and challenges, even while complying with necessary basic minimum uniform standards... so that the local initiatives are driven *solely by the imperative of continued improvement in student achievement.*” Therefore, the Maclay Academy of Social Justice is requesting that they not be required to follow the LAUSD “Priority List” when filing vacant positions. The school will be allowed to interview and hire the best candidate from all currently contracted teachers in the district. In the event that ten of the qualified candidates on the district-wide teacher placement list have been contacted by the school, and a reasonable number of candidates on the list have been interviewed, but found not to meet the needs of the school, the Maclay Academy of Social Justice will be allowed to hire from outside the district to support the school’s Vision and Mission to improve instruction at the school, when meeting the following requirements:

- Participate in the District’s sponsored job fairs.
- Advertise vacancies.
- Contact the LAUSD personnel Specialist and seek applicants who are supportive of the reform efforts at the school.
- Interview a reasonable number of candidates consisting from the sources sited above, before interviewing and considering a candidate that is not currently on the District’s “Priority List.”

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

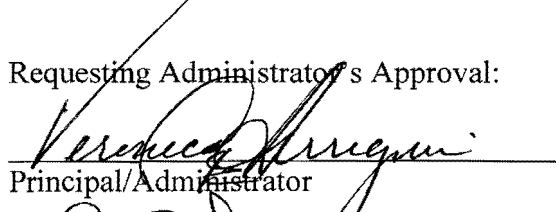
- We have had very few candidates interested in applying and/or interviewing for employment at the school.
- Candidates that have been placed at the school:
  - Have resigned from LAUSD, rather than work at Maclay (3 teachers in the

last 2 years).

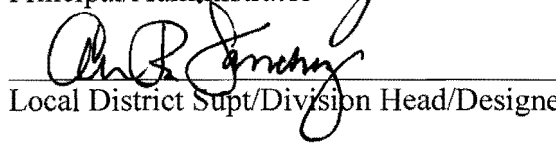
- Of those teachers that have accepted the position, most have been unsuccessful, instructionally and in developing the relationships with students, parents, and staff, needed to improve student achievement. Furthermore, they have shown no academic success as measured by the CSTs.
- Four years ago, LAUSD did not have a "Priority List" that we were required to hire from. Therefore, we were able to interview and hire qualified candidates that wanted to teach at Maclay. The RIFd teachers, presently working as long-term substitutes, in the unfilled teaching positions at the school, were hired by this leadership team four years ago. These teachers are among the teachers whose students have shown the highest gains as measured by improvement on their CST scores. Hence, this leadership team has had success in hiring teachers with proven record of success when given the ability to hire off of the "Priority List."

Over the past three years, under two different Superintendents, we have been granted special conditions such that we have been allowed to keep our (previously RIFd) NCLB-Highly Qualified, successful, long-term substitutes, teaching in our unfilled teaching positions. These long-term substitute teachers have shown long term and consistent gains in student achievement as measured by CSTs, SRI (Scholastic Reading Inventory), and SMI (Scholastic Math Inventory). We are seeking the autonomy to hire off the "Priority List" (when meeting the conditions described above) to support the school's Vision and Mission to improve instruction at the Maclay Academy of Social Justice.

Requesting Administrator's Approval:

  
Principal/Administrator

2/3/12  
Date

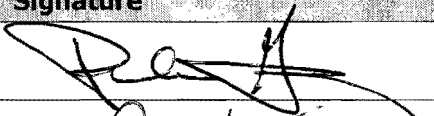
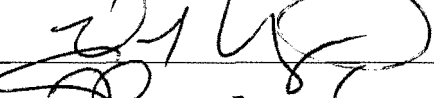
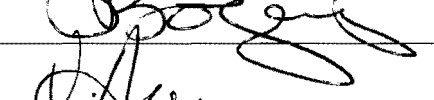
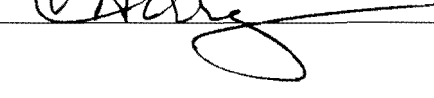
  
Local District Supt/Division Head/Designee

2-3-12  
Date

# Petition to Vote on the Maclay Middle School

## Public School Choice 3.0 Watch School - Governance Model


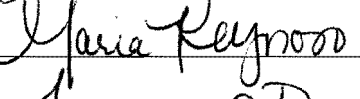
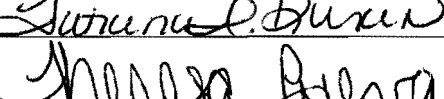
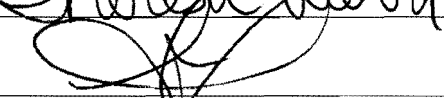
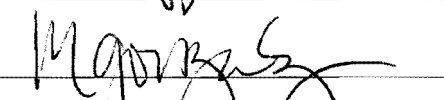
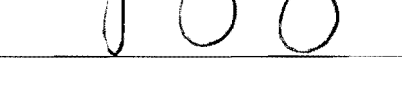
Petition summary and background	The <b>Memorandum of Understanding</b> (MOU) between the United Teachers of Los Angeles (UTLA) and the Los Angeles Unified School District (LAUSD), ratified by UTLA on December 15, 2011 and by the LAUSD Board of Education on December 19, 2011, created the <b>Local Initiative School</b> program. That MOU requires current Public School Choice 3.0 Focus and Watch schools seeking to implement the Local School governance model to petition for an election in order to implement that model. <b><u>Maclay Middle School is a Public School Choice 3.0 Watch School.</u></b> As a Watch School, we are required to submit a plan under PSC 3.0.
Action petitioned for	We, the undersigned (UTLA-represented certificated staff assigned to Maclay Middle School full-time), petition to conduct an election to submit the school's Public School Choice 3.0 Watch School Plan under the <b>Local Initiative School</b> model.

Printed Name	Signature	Employee Number	Date
Pamela Gagan		320852	1-17-12
David Verna		781532	1-17-12
Boggy		706546	1-20-12
Veronica Hernandez		628389	1-20-12

# Petition to Vote on the Maclay Middle School

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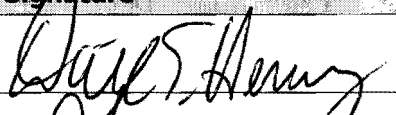
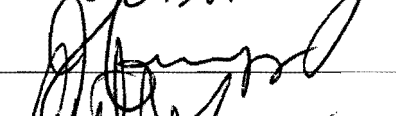
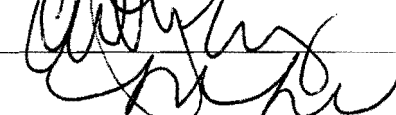

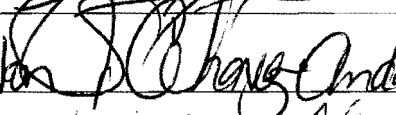
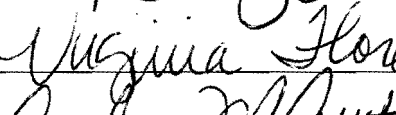



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Printed Name	Signature	Employee Number	Date
Jose G. Contreras		616287	1/17/12
Maria A. Reynoso		722404	1/17/12
Tatiana I. Duron		661846	1-17-12
Theresa Cueva		561043	1-17-12
Jenina Franco		182256	1.17.12
Maria Gonzalez		792695	1/17/12

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Printed Name	Signature	Employee Number	Date
Daniel S. Hernandez		727717	1/17/12
Jose A. Campos		806083	1/17/12
Anthony Niza		969567	1/17/12
Love M. Loya		752454	1/17/12
Luis J. Lepe		721760	1/17/12
Silvia H. Chavez-Andalon		713695	01/17/12
Virginia Flores		625460	01/17/12
Andrea M. Auten		987295	1/17/12
David C. Benedetto		751379	1/17/12



# Petition to Vote on the Maclay Middle School

## Public School Choice 3.0 Watch School - Governance Model



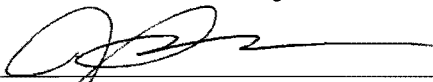

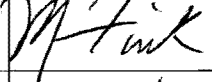



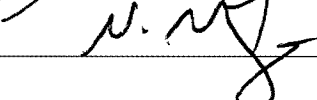
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Printed Name	Signature	Employee Number	Date
LILLIAN BROADBENT	Lillian Broadbent	694902	1/17/2012
RENU KHILNANI	Renu Khilnani	521457	1/17/2012
Michelle Anderson	Michelle Anderson	786453	1/17/2012
NORMA HARRIS	Norma Harris	965983	1/17/2012
Michael Walker	Michael Walker	611612	1/17/2012
TIM HENRICKS	Tim Henricks	747217	1/17/2012
Vilma Lopez	Vilma Lopez	805465	1/17/12
Jaspreet Sandha	Jaspreet Sandha	789368	1-17-12
David Huckle	David Huckle	988086	1/17/12

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Printed Name	Signature	Employee Number	Date
Ronald D Bills		727290	1/17/2012
Joe Masia		739446	1/17/12
Jasmi Sigrin		710791	1/17/12
Herbert DePaulk		737697	1/17/12
Michael S. Fink		749540	1/17/12
Maria McDermott		764011	1-17-12
Earl Nino		780883	1/17/12
Scott Barkman		759487	1/17/12
Nicolas Mize		773195	1/17/12

**INTER-OFFICE CORRESPONDENCE  
LOS ANGELES UNIFIED SCHOOL DISTRICT**


February 6, 2012

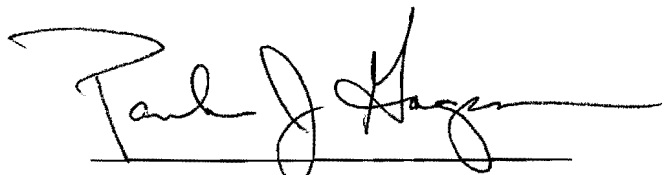
**LOCAL SCHOOL INITIATIVE ADVISORY VOTE CERTIFICATION**

This is to certify that a vote was held on Friday, February 3, 2012 for UTLA members at Maclay Middle School. The vote was on whether to support the plan as written and to submit it under the Local School Initiative governance model.

The results are as follows:

	<b>Number of Teachers Voting</b>	<b>Percentage</b>
<b>In Favor</b>	<b>33</b>	<b>71.7%</b>
<b>Opposed</b>	<b>13</b>	<b>28.3%</b>

  
Veronica Arreguin, Principal

  
Pamela Gagan, UTLA Chapter Chair