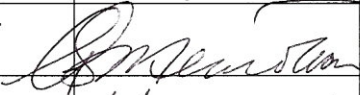
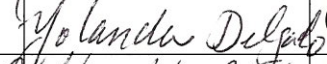



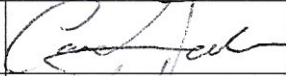




## FINAL LETTER OF INTENT

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> (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):				
<b>Teacher Leaders for Social Responsibility</b>				
<b>Address:</b> 9416 Irwingrove St. Downey CA, 90241		<b>Phone Number:</b> (562) 922-0582		
<b>Website (if applicable)</b> N/A		<b>Email Address:</b> abm7089@lausd.net		
<b>School site for which your team is submitting a Letter of Intent:</b>		SRMS #3 – The School of Social Justice and Service-Learning at Walnut Park		
<b>Grade configuration of your school:</b>		6-8		
<b>School model for which you are applying:</b>		<input type="checkbox"/> Traditional <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter		
<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?		<b>1.Yes</b> <b>2.Two</b> <b>3. Separate CDS codes</b>		
<b>School calendar-- please provide the following dates:</b> 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		<b>1. Align w/Single Track Early Start Calendar</b> <b>2. Align w/Single Track Early Start Calendar</b> <b>3. Align w/Single Track Early Start Calendar</b>		
<b>List the name and contact information of your design team members below:</b>				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Alda Bernice Merino-Caan		(562) 922-0582	abm7089@lausd.net	Gage MS / Title III Access to Core Coach
2. Yolanda Delgado		(909) 239-6042	yx3604@lausd.net	Woodlawn Ave. ES / Teacher
3. Hilda Mehra-Montoya		(626) 244-5648	hsm0223@lausd.net	Woodlawn / Teacher



## PUBLIC SCHOOL CHOICE MOTION

4. Carlos Garibaldi		(323) 440-6376	cgaribal@lausd.net	Local District 6 / EL Coordinator
5. Aida Coronado de Leon		(562) 927-1008	aac3975@lausd.net	Woodlawn Ave. ES / Categorical Program Advisor
6. Liliana Herrera		(323) 719-3613	lxh6002@lausd.net	Local District 6 / EL Expert
7. Denise Altamiro		(323) 983-1943	N/A	Huntington Park Community Member
8. Natividad Rozsa		(909) 241-2800	nrozsa@lausd.net	L. Dist. 6 / Prin. Leader

(Please add lines and pages as necessary)

*Reyena J. Leyrosa, Local District Superintendent*



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## PSC 3.0

### Commitments and Expectations Form

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*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](mailto: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.

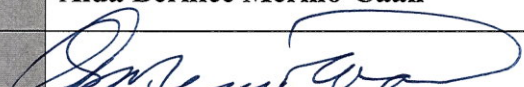


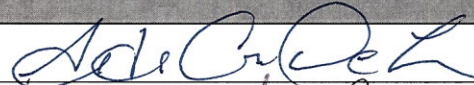

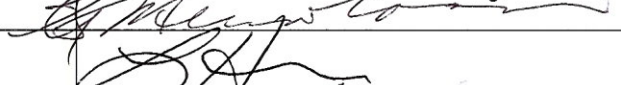

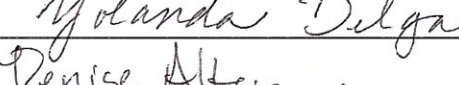
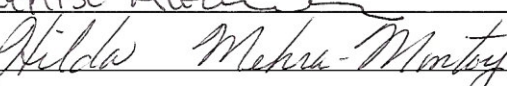

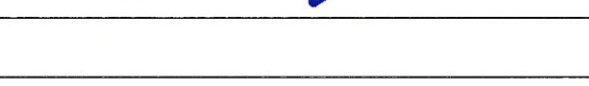
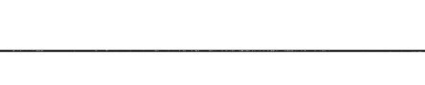


## PSC 3.0

### 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	Teacher Leaders for Social Responsibility
Name of Team Representative	Alda Bernice Merino-Caan
Signature of Team Representative	

Design Team Member Name	Signature
Aida Coronado de Leon	
Natividad Rozsa	
Alda Bernice Merino-Caan	
Liliana Herrera	
Carlos Garibaldi	
Yolanda Delgado	
Denise Altamirano	
Hilda Mehra-Montoya	
	

## LOS ANGELES UNIFIED SCHOOL DISTRICT

## Public School Choice Resolution 3.0

## Applicant History Data Summary Sheet

1

## SRMS #3 – The School of Social Justice and Service-Learning at Walnut Park

	3 Demographic							4 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			
2																																
<b>Teacher Leaders for Social Responsibility</b>																																
<b>Charter School/Network Partner</b>																																
School 1																																
School 2																																
<b>Local District X</b>																																
Elementary, Middle, or High Schools																																
<b>School-wide Teams</b>																																
School name																																
<b>Internal Teacher Team (Optional)</b>																																

**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.



# School of Social Justice and Service-Learning at Walnut Park Local District 6

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## Principal's Job Description

The principal of School of Social Justice and Service Learning at Walnut Park Middle School (SJS-L) will serve as the instructional leader, chief fiscal officer, and the chief administrator of the school and will be responsible for guiding the instructional program and the operation of the school plant and related facilities.

### **Required Certification, Credentials and Minimum Years of Experience**

- California Administrative Credential
- California K-12 Teaching Credential
- Master's Degree from accredited college or university
- Multicultural Coursework
- Master Plan Coursework
- 8 years of successful full-time public school certificated service, with no fewer than 3 years as a teacher
- No fewer than 2 years in an administrative position
- At least one year of administrative experience in a school-based position
- Experience must include certificated services at a minimum of two locations

### **Leadership and Instructional Requirements**

The candidate's vision must align with the vision and mission of the plan. The principal must demonstrate the following:

- Educator with proven, successful results in serving the student population at Local District 6.
- Learner who practices a constructivist approach to leading, and creating curriculum.
- Collaborative individual who will engage in constructing curriculum with and for students, parents and teachers at Walnut Park Middle School.
- A leader who believes in shared leadership, willing to share this leadership by going back to the classroom at the school site after two to three years in the principal's position, and supporting the school's vision and mission in a different capacity.
- A leader who will participate in selection committee for proceeding principal, to ensure continuity of vision and mission.
- A bilingual administrator who promotes the appreciation and value of cultures, languages and community.
- A leader and learner who practices 21<sup>st</sup> Century skills
- A leader who models and believes in service to the community, whether local or global, as the pathway to a successful society.

### **Duties and Responsibilities:**

- Serve as a resource for and liaison to the stakeholders of the school community.
- Interpret and implement state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
- Provide guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic

# School of Social Justice and Service-Learning at Walnut Park

## Local District 6

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needs of the student population, including bilingual, special education, and Gifted and Talented students.

- Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals; develop the School's Single Plan for Student Achievement and measure the outcomes of these goals.
- Prepare school budgets and be responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
- Counsel students, recommend, and implement student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
- Organize and conduct student extra-curricular activities and fundraising events.
- Maintain a school climate that ensures the safety, health, and welfare of students and personnel; organize and implement an "Emergency Operation Plan"; comply with mandated child abuse reporting procedures.
- Direct the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
- Maintain positive public relations and outreach contacts with parents and community groups.
- Provide effective professional development and training for all stakeholders to improve student achievement.
- Ensure the maintenance of a clean physical environment that is conducive to good health and safety.
- Evaluate the performance of certificated and classified personnel assigned to the school site.



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY****FOR: SCHOOL FOR SOCIAL JUSTICE AND SERVICE LEARNING****PROPOSED BY: TEACHER LEADERS FOR SOCIAL JUSTICE****FOR: SOUTH REGION MIDDLE SCHOOL #3****Mission & Vision of the School**

- Our **mission and vision** for the School of Social Justice and Service Learning at Walnut Park (SJS-L) is founded on the belief that every student should be prepared for and have the choice to attend a college-career program. We believe learning is constructed through personal relationships among students and teachers, students and students, and students and parents/community. These relationships encourage the learner to embrace the home language and culture, respect others from diverse cultures, and fully integrate into the global community through social responsibility and service. At School of Social Justice and Service Learning at Walnut Park, we fully believe that in order for our students to abundantly participate as 21st century global citizens and to compete in a global economy, they must acquire the skills to access college/career programs as outlined in *The Partnership for 21st Century Skills* framework: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge.

**Our vision** for School of Social Justice and Service Learning at Walnut Park is *"In a personalized, safe learning environment, students will demonstrate proficiency in a rigorous dual-language, college-career readiness, CA/Common Core standards-based instructional program aligned with community-based service-learning projects. Through interdisciplinary study of the sciences, math, humanities, arts and technology students will collaborate in multi-age diverse groups to critically solve real-world social justice problems. Our students will be capable, articulate, responsible citizens who take ownership for their learning."*

**Designing Data Driven & Student Centered Instructional Programs**

- Approximately one-third of the students from these feeder schools are absent seven or more days
- At the elementary schools the percentage of students who have been suspended more than once has increased between 2-4%.
- Student transiency is significant with nearly 13-36% of our students entering and leaving school.
- Largely comprised of Hispanic/Latino origin, with over 25% EL's
- 85% of our students will be eligible for free or reduced meals
- 10% of the student population is either a student with a disability (SWD) or gifted and/or talented (GATE)
- Only 30% of students are demonstrating proficiency as measured through CST.

**Instructional Program**

***SJS-L will provide access and comprehensibility of core content all students through service learning. Two-Way Bilingual Program will also provide all students the opportunity for learning a second language while preparing them for a competitive global economy.***

***Students with disabilities*** - Students will work in cooperative groups with general Ed students while planning and executing their service learning project.

***Socio-economically disadvantaged students*** – Students will plan and execute Service Learning Project which will focus on real world problems, thus addressing many of their own needs such as poverty, self-identity and/or community involvement.

***Special needs students*** – Students with special needs will have their needs addressed by working alongside highly qualified teachers who facilitate their learning utilizing best practices and pedagogy which meets their needs.

***Gifted students*** – Gifted students will be challenged to investigate real world problems and collaboratively plan and execute the solution through trial and error.

***English Language Learners*** – English Language Learners will have their needs addressed by working alongside highly qualified teachers who facilitate their learning utilizing best practices and pedagogy which meets their needs. (eg. SDAIE)

***Standard English Learners*** – Standard English Learners will develop effective communication skills and acquire proficiency of the core standards as well as attain a second language through the Two-Way bilingual Program.



**School Culture**

*School culture;* At School of Social Justice and Service Learning at Walnut Park (SJS-L), our Professional Development learning model will reflect a culture of collaboration that promotes the ideals of social justice and responsibility for every member of our community. The professional teaching and learning cycle (PTLC) is a job-embedded, systematic approach to the professional development process in which teachers collaboratively plan and implement standards-based lessons aligned to the CA/Common Core Standards.

A typical day for a student at School of Social Justice and Service Learning at Walnut Park would begin at 8:00am. During the day, this student will be receiving a collaborative, engaging and rigorous educational experience through all content areas. His/her day would begin 8:00am. The student, through block schedule, would attend core content areas for around 50 minutes each. During 7<sup>th</sup> period all students at School of Social Justice and Service Learning at Walnut Park will integrate at multi-grade levels to plan and execute their service learning projects.

After school, he/she can participate in any of the teacher/ community based clubs or district programs

- *Extracurricular activities that will be provided at the school;*
  - *Beyond the Bell*
  - *Youth Service*
  - *Clubs; Book Club, sports, art, drama, etc. (after categorical funding)*
  - *Tutoring (after categorical funding)*

**Parent Engagement & Involvement**

**A key component to student success** requires the inclusion of those persons who play a significant role in our students' lives outside of the school, primarily, families and communities. Joyce Epstein, director of the Center on Families, Communities, Schools, and Children's Learning emphasized the importance of this integration of school and family to promote student achievement. The Teacher-Leadership Team plans to integrate Epstein's overlapping spheres of Influence where we not only recognize the power that family and community have in enhancing the learning and long-term success of every child who enters our school, but actively seek and create the conditions for their active participation. Parent involvement throughout the planning and execution of the Service Learning Project will be beneficial and welcomed.

**Staffing**

School of Social Justice and Service Learning at Walnut Park will be staffed by highly qualified Multiple Subject credentialed teachers to serve a population of approximately 500 students. These teachers will also have English Learner certification. Additionally, School of Social Justice and Service Learning at Walnut Park would hire a minimum of two teachers with Special Education credential which would qualify them to teach students identified with Mild to Severe needs. It is our intent to provide for the needs of all students at the school site and implement all IEPs, with mainstreaming and inclusion as part of our learning culture.

**Applicant Team Contact Information**

**Lead and/or Team Member Name(s):** Nativida Rozsa

**Applicant Team Contact Phone Number:** (909) 241-2800

**Applicant Team Contact Email:** nrozsa@lausd.net



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY****FOR: SCHOOL FOR SOCIAL JUSTICE AND SERVICE LEARNING****PROPOSED BY: TEACHER LEADERS FOR SOCIAL JUSTICE****FOR: SOUTH REGION MIDDLE SCHOOL #3****Mission Y Vision de la Escuela**

Nuestra misión y visión para la Escuela de Servicio Social y Justicia de Walnut Park (SJS-L) se basa en la creencia de que todos los estudiantes deben estar preparados y tener la opción de asistir a un programa que los prepara para una carrera universitaria. Creemos que el aprendizaje se construye a través de las relaciones personales entre los estudiantes y profesores, alumnos y estudiantes, y los estudiantes y padres de familia / comunidad. Estas relaciones alentar al alumno a adoptar la lengua y la cultura, respetar a los demás de diversas culturas, e integrarse plenamente en la comunidad global a través de la responsabilidad social y de servicio. En la Escuela de Servicio Social y Justicia de Walnut Park, tenemos la plena convicción de preparar a nuestros estudiantes para que participen como ciudadanos en mundo global del siglo 21 y poder competir en una economía de tal. Alumnos deben adquirir los conocimientos necesarios para acceder a la universidad / carrera de los programas como se indica en la Alianza para el Siglo 21. El pensamiento crítico y resolución de problemas, la comunicación y la tecnología, la colaboración, la creatividad y la innovación son los conocimientos básicos que utilizara cada alumno.

Nuestra visión de la Escuela de Servicio Social y Justicia de Walnut Park es "En un entorno personalizado, seguro para el aprendizaje, los estudiantes demostraran su proficiencia en un riguroso doble lenguaje, la preparación para la universidad, CA / Common Core basada en los estándares del programa de instrucción alineadas con servicio comunitario. A través del estudio interdisciplinario de las ciencias, las matemáticas, las humanidades, las artes y la tecnología los estudiantes colaborarán en grupos de varias edades diferentes para resolver el problemas del mundo reales de justicia social. Nuestros estudiantes serán alumnos capaces, responsables que asuman la responsabilidad de su aprendizaje.

**Disenando Programas Estudiantiles Utilizando Datos**

- Aproximadamente un tercio de los estudiantes de estas escuelas de alimentación están ausentes siete o más días
- En las escuelas primarias el porcentaje de estudiantes que han sido suspendidos más de una vez se ha incrementado entre un 2-4%.
- Transitoriedad Estudiante es significativa, con casi un 13-36% de los estudiantes que entran y salen de la escuela.
- Gran parte compuesto de origen hispano / latino, con más del 25% de Aprendices de Ingles
- 85% de nuestros estudiantes serán elegibles para recibir comidas gratis o a precio reducido
  - El 10% de la población estudiantil puede ser un estudiante con una discapacidad (SWD) o dotados y / o talentosos (GATE)
- Sólo el 30% de los estudiantes están demostrando aptitud, medida a través de CST.

**Programas Instruccional**

**SJS-L permitirá el acceso y la comprensión del contenido básico a todos los estudiantes a través del aprendizaje servicio. Programa De Dos idiomas también proporcionará a todos los estudiantes la oportunidad de aprender un segundo idioma mientras se preparan para una economía global competitiva**

**Los estudiantes con discapacidades** - Los estudiantes trabajan en grupos cooperativos con los estudiantes en clases regulares durante la planificación y ejecución de su proyecto de aprendizaje-servicio.

**Socio-estudiantes en desventaja económica** - Los estudiantes planean y ejecutan proyectos de aprendizaje de servicio que se centrará en los problemas del mundo real, por lo tanto enfrentando a muchas de sus propias necesidades, como la pobreza, la identidad y / o participación de la comunidad.

**Estudiantes con necesidades especiales** - Los estudiantes con necesidades especiales trabajaran junto a maestros altamente calificados que facilitan su aprendizaje utilizando las mejores prácticas y la pedagogía que se adapte a sus necesidades.

**Los estudiantes superdotados** - Los estudiantes superdotados tendrán el reto de investigar los problemas del mundo real y en colaboración planificar y ejecutar la solución a través de ensayo y error.

**Aprendices del Idioma Inglés** - Aprendices del Idioma Inglés se han dirigido a sus necesidades, trabajando junto a maestros altamente calificados que facilitan su aprendizaje utilizando las mejores prácticas y la pedagogía que





Sirve sus necesidades. (por ejemplo, SDAIE)

**Estudiantes de Inglés Estándar** - Standard Estudiantes de Inglés desarrollarán las habilidades de comunicación eficaces y adquirirán el dominio de las normas fundamentales, así como aprender una segunda lengua a través del programa bilingüe de dos vías.

#### Cultura Escolar

En la Escuela de Servicio Social y Justicia de Walnut Park (SJS-L), nuestro modelo de desarrollo profesional de aprendizaje se reflejan una cultura de colaboración que promueve los ideales de justicia social y la responsabilidad de cada miembro de nuestra comunidad. El maestro de la enseñanza y el ciclo de aprendizaje (PTLC) es un trabajo integrado, enfoque sistemático para el proceso de desarrollo profesional en el que los maestros en colaboración planifican e implementan las normas basadas en las lecciones alineadas con el CA / Common Core.

Un día típico para un estudiante en la Escuela de Servicio Social y Justicia de Walnut Park comenzará a las 8:00 am. Durante el día, el estudiante va a recibir una experiencia educativa de colaboración, participación y rigurosa a través de todas las áreas curriculares en horarios bloqueados de 57 minutos. Durante el último periodo de clases él / ella va a trabajar en la planificación o la ejecución de su proyecto de aprendizaje basado en servicio.

*.Actividades extra-curriculares que se ofreseran seran:*

- *Beyond the Bell*
- *Youth Service*
- *Clubs; Club de Libros, deportes, arte, drama, etc. (despues de recibir fondos categoricos)*
- *Tutoria(after categorical funding)*

#### Envolveramiento de Padres

Un componente clave para el éxito del estudiante requiere la inclusión de las personas que desempeñan un papel importante en la vida de nuestros estudiantes fuera de la escuela, principalmente, familias y comunidades. Joyce Epstein, director del Centro de las familias, comunidades, escuelas, y el aprendizaje de los niños, destacó la importancia de esta integración de la escuela y la familia para promover el logro de los estudiantes. El equipo de Maestros-Liderazgo planean integrar las esferas superpuestas de Epstein de influencia donde no sólo reconocen el poder que la familia y la comunidad tienen en mejorar el éxito del aprendizaje a largo plazo de cada niño que entra a la escuela, pero buscan activamente y crear las condiciones para su participación activa. Participación de los padres en la planificación y ejecución del Proyecto de Aprendizaje Servicio será beneficioso e bienvenido.

#### Personal

La Escuela de Servicio Social y Justicia de Walnut Park contará con maestros sujeto con credenciales múltiple para servir a una población de aproximadamente 500 estudiantes. Estos maestros también tendrán la certificación para enseñanza a Estudiantes de Inglés. Además, South Región la Escuela de Servicio Social y Justicia de Walnut Park contratara a un mínimo de dos maestros con credencial de Educación Especial que estén calificadas para enseñar a los estudiantes identificados con necesidades mentales de leve a severa. Es nuestra intención proveer a las necesidades de todos los estudiantes en la escuela y poner en práctica todos los IEP, con la integración y la inclusión como parte de nuestra cultura de aprendizaje.

#### Applicant Team Contact Information

**Lead and/or Team Member Name(s):** Natividad Rozsa

**Applicant Team Contact Phone Number:** (909) 241-2800

**Applicant Team Contact Email:** nrozsa@lausd.net

## **ASSURANCES FORM**

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

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

Name of School **SRMS #3 – The School of Social Justice and Service-Learning at Walnut Park** Name of Applicant Group/Applicant Team **Teacher Leaders for Social Responsibility**

Lead Applicant **Alda Bernice Merino-Caan** Title of Lead Applicant **Title III Access to Core Coach**

Mailing Address **9416 Irwingrove St. Downey CA, 90241**

Phone Number **(562) 922-0582** Fax Number \_\_\_\_

Email Address **abm7089@lausd.net** Website (if available) \_\_\_\_

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

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

*Please check one of the following statements:.*

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

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

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

### **3. Assurance of Enrollment Composition Compliance**

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

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

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



parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

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

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

**6. Resident Enrollment and Attendance Boundary Compliance**

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

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

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

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

*(For Independent Charter School Operators Only)* In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education.

Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

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

Name of Lead Applicant **Alda Bernice Merino-Caan** Title of Lead Applicant **Title III Access to Core Coach**

Signature of Lead Applicant  Date 11/18/2011

Name of Board President\* \_\_\_\_\_

Signature of Board President\* \_\_\_\_\_ Date \_\_\_\_\_

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

# School of Social Justice and Service Learning at Walnut Park Local District 6

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## **Elect to Work Agreement**

The School of Social Justice and Service Learning at Walnut Park Middle School (SJS-L) is a pilot school within the Los Angeles Unified School District (LAUSD). As a pilot, by union contract with the UTLA, SJS-L has been granted flexibility to implement this transformative and innovative instructional plan in the areas of: curriculum and assessment, professional development, school calendar, scheduling, staffing and governance.

The primary decision making body for the school will be its Leadership Team, which will be comprised of teachers, support staff, students, parents, community and administrator. This governing body will have oversight and approval of: the Elect-to-Work Agreement yearly, budgets, policies, staffing, procedures and systems for the school. All approvals will be determined on how they align with SJS-L's vision and mission. Any grievances will be handled through the Pilot School's Agreement Memorandum of Understanding (MOU).

### **Mission**

At SJS – L we believe students are college-ready when they have the skills, knowledge, and behaviors to complete a college course of study successfully and without remediation. Our purpose is to create a student-centered learning environment which ensures young people are ready for college-career programs. Our educational agenda aims to provide the highest quality of education for our students by guaranteeing:

- (1) Each student will be college-career ready by receiving a rigorous CA/Common Core Standards-based instructional program with a highly qualified teacher.
- (2) Each student will engage in authentic service-learning experiences using a dual-language model of instruction in order to close the achievement gap between English learners and their English-proficient peers.
- (3) Each student will participate in a safe personalized service-learning community (SLC)
- (4) Each student will receive a research-based academic instructional program that implements instructional methodologies SDAIE, AVID, Project-Based Learning, Scottish Story Line, and Singapore Math and Marzano's High Yield instructional strategies
- (5) Each student will develop 21st Century learning skills: critical thinking and problem solving; communication and technology; collaboration; creativity and innovation; and core knowledge.

### **Vision**

In a personalized, safe learning environment, students will demonstrate proficiency in a rigorous dual-language, college-career readiness, CA/Common Core state standards-based instructional program aligned with community-based service-learning projects. Through interdisciplinary study of the sciences, math, humanities, arts and technology students will collaborate in multi-age diverse groups to critically solve real-world social justice problems. Our students will be capable, articulate, responsible citizens who take ownership for their learning as measured by state and federal-mandated assessments, LAUSD periodic assessments, project-based learning, and common formative assessments.

### **The School Day**

#### **Student Hours for the 2012-13 School Year**

Monday Professional Development days, the school hours will be 8:00 a.m. – 1:53 p.m.

Tuesdays thru Fridays, the school hours will be 8:00 a.m. to 3:12 p.m.

#### **Teacher Hours: SLC Planning during Conference Periods 3 days a week**

Monday: 7:50 a.m. – 3:22 p.m. (Professional Development 1:53 – 3:12 p.m.)

Tuesdays – Friday: 7:50 – 3:22 p.m.



# **School of Social Justice and Service Learning at Walnut Park**

## **Local District 6**

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### **Terms and Responsibilities for the School Year**

- All teachers will participate in seven professional development days before the beginning of the school year.
- As part of the school's emphasis on increased community engagement, all teachers will be expected to participate in up to six 2-hour evening or weekend events for parents, including the showcase of the Service Learning Projects.
- All teachers will collaborate with peers in their Department professional learning communities and service learning communities to plan units of study, curriculum and assessment for their students
- All teachers will use their conference period all days a week to collaborate with their service learning community and/or meet with parents of targeted students as a service learning community.
- All teachers will serve in leadership roles in one school committee and join a second committee in a non-leadership role.
- All teachers will visit the school website, LAUSD e-mail and Google groups daily to maintain informed about on-goings at the school and district.
- All teachers will communicate in a professional and timely manner with parents and staff via telephone, emails, and online web sources.
- All teachers will develop their craft by participating with department professional learning communities and/or service learning communities in lesson study model and cognitive coaching, opening up their classrooms to colleagues as they implement this practice.
- All teachers will implement the strategies studied in professional development, such as SDAIE, Marzano's High Yield strategies, etc.
- Lead students in one Service Learning Project per school semester

### **Extra Duty Time:**

- All teachers will participate in orientation meetings with parents/students prior to the start of the school year to establish relationships with families and share expectations for the year.
- All teachers will participate in Back to School Night, parent conferences and showcasing of two Service Learning Projects' per year. (One in the Spring semester and one in the Fall semester)

### **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.

### **School Calendar:**

The school will follow the early start calendar implemented in LAUSD. There will be 180 days of instruction and two pupil free days. Teachers will have seven days of professional development in the summer.

### **Salary, Benefits, Seniority, and Membership in Bargaining Unit:**

SJS-L teachers will continue to accrue seniority within the district as they would if working elsewhere in LAUSD. Wages, salaries and benefits will be those established in the LAUSD-UTLA Collective Bargaining Agreement. Teachers will continue to be members of the UTLA bargaining unit. Teachers may receive compensation for additional hours worked above and beyond those required hours in the LAUSD-UTLA Collective Bargaining Agreement. (This does not include after school professional development). Additional salary may be in the form of stipends, coordinator positions/differentials or hourly rates as determined by the Leadership Team governing board.

### **Voluntary Transfer and Exiting:**

Teachers may voluntarily transfer from SJS-L at the end of the school year. When voluntarily transferring, the principal shall be informed orally and in writing using the voluntary excuse timeline set forth annually by LAUSD. Similarly, the Leadership Team Governing Board may unilaterally excuse a

# School of Social Justice and Service Learning at Walnut Park

## Local District 6

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teacher from the school within the involuntary excuse timeline set forth annually by LAUSD Staffing Calendar. In the event of such dismissal, permanent teachers will be placed on the system wide list, subject to the terms and procedures of the LAUSD-UTLA contract.

### **Release of Staff**

According to the autonomies set forth by the governing board, the principal may release staff members that are unwilling to support and implement the vision and mission of the SJS-L. The release of staff will follow the guidelines set forth by the LAUSD-UTLA contract and personnel policies of LAUSD. SJS-L may transfer employees when such action is deemed to be in the best interest of the educational program of the school. The employee shall be notified and counseled regarding the transfer, and written reason(s) for such transfer shall, upon the employee's request, be supplied to the employee. In such cases, the District and school shall assist the employee in securing an appropriate placement. The employee will also be encouraged to pursue placement. Within five (5) working days after receiving notice of such a transfer, a unit member may request in writing to engage SJS-L in the Internal Appeals Process outlined in Article IX, Section G in the LAUSD-UTLA Memorandum of Agreement concerning Pilot Schools.

### **Absences and coverage:**

Students do their best work when their teacher is present; such is the goal at SJS-L and one the Performance Meter's goal to increase the number of teacher with 96% attendance or better. Teachers are expected to make every effort to schedule personal appointments after the established school day. As per LAUSD's policy, jury duty should be scheduled for off times as to not interfere with the instructional day of the students. The employee is responsible for securing a substitute, whenever possible the substitute shall be in the school's preferred list. When possible, the school shall be notified of the teacher's absence a day ahead of time. When this is not possible, the school shall be notified by 7:00 a.m. on the day of the absence.

### **Dispute Resolution**

SJS-L has an internal appeals process in accordance with the LAUSD-UTLA contract. Teachers, with union representation, may appeal any decision that they feel is unjustified.

### **Performance Evaluation:**

SJS-L teachers and administrators will participate in the evaluation system being piloted by the LAUSD during the 2011-12 school-year, using the rubrics and criteria in the Teaching and Learning Framework and the Leadership Framework. Teachers will be observed informally throughout the year, and formally at least three times. Teachers will receive immediate verbal feedback during a debriefing conference as well as a written document sent via e-mail.

### **SIGNATURES:**

**I voluntarily elect to work at the School of Social Justice and Service Learning at Walnut Park Middle School (a.k.a SJS-L). By signing this document, I acknowledge that I have read and understood all of the provision of the SJS-L Elect to Work Agreement and that I agree to all aforementioned terms.**

\_\_\_\_\_  
Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date