

**FINAL LETTER OF INTENT**

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

APPLICANT TEAM INFORMATION				
Name of Applicant Team <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>				
Teacher Leaders for Social Responsibility				
Address: 9416 Irvingrove St. Downey CA, 90241			Phone Number: (562) 922-0582	
Website <i>(if applicable)</i> N/A			Email Address: abm7089@lausd.net	
School site for which your team is submitting a Letter of Intent:			SRMS #3 – STEM @ Walnut Park Middle School	
Grade configuration of your school:			6-8	
School model for which you are applying:			<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	
Please respond: 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.Yes 2.Two 3. Separate CDS codes	
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates			1. Align w/Single Track Early Start Calendar 2. Align w/Single Track Early Start Calendar 3. Align w/Single Track Early Start Calendar	
List the name and contact information of your design team members below:				
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	yxd3604@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)

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 STEM @ Walnut Park MS**

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 independence 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.

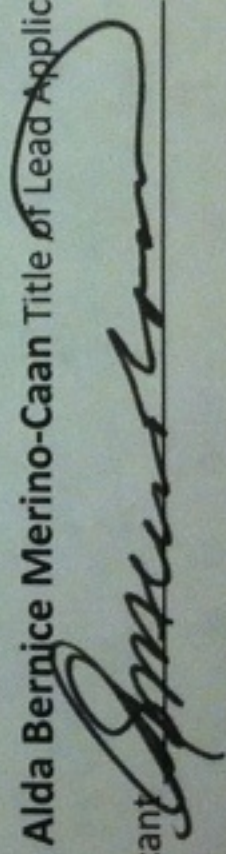
If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for 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.*



PSC 3.0

Commitments and Expectations Form

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

We agree to:

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



PSC 3.0

Commitments and Expectations Form

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

Applicant Team Name/Organization	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	

Public School Choice 3.0 Performance Plan

PSC School Site: Institute of Environmental Science Design Team Name: Teacher Leaders for 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
CST ELA								
1	% of all students scoring FBB/BB	35%	32%	27%	SLC	CST, formative assessments	20%	10%
	<i>English Learners</i>				SDAIE			
	<i>Special Education</i>				Project base Learning			
	<i>African American</i>							
	<i>Latino</i>				CRRP			
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadvantaged</i>				SLC			
2	% of all students scoring Prof or Adv	35%	35%	38%	SLC	CST, formative assessments	50%	60%
	<i>English Learners</i>	7%	8.3%	12%	SDAIE		25%	40%
	<i>Special Education</i>	4%	8%	12%	Project base Learning		25%	40%
	<i>African American</i>	n/a	n/a					
	<i>Latino</i>	35%	36%	40%	CRRP		50%	60%
	<i>White</i>	n/a	n/a					
	<i>Asian</i>	n/a	n/a					
	<i>Economically Disadv.</i>	35%	36%	40%	SLC		50%	60%
CST MATH								
3	% of all students scoring FBB/BB	37%	41%	36%	SLC	CST, formative assessments	25%	10%
	<i>English Learners</i>				SDAIE			
	<i>Special Education</i>				Project base Learning			
	<i>African American</i>							
	<i>Latino</i>				CRRP			
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>				SLC			
4	% of all students scoring Prof or Adv	35%	36%	40%	SLC	CST, formative assessments	50%	60%
	<i>English Learners</i>	12%	13%	16%	SDAIE		30%	50%
	<i>Special Education</i>	10%	15%	18%	Project base Learning		30%	50%
	<i>African American</i>	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>Latino</i>	35%	36%	40%	CRRP		50%	60%
	<i>White</i>	n/a	n/a					
	<i>Asian</i>	n/a	n/a					
	<i>Economically Disadv.</i>	35%	36%	40%	SLC		50%	60%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	12%	9%	15%	SDAIE & SLC	Compliance	25%	35%
8	% EL Students Scoring Proficient on CELDT	50%	47%	52%	SDAIE & SLC	Compliance	60%	70%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate							
10	CAHSEE Pass Rate (10 th grade)							
11	% Students In A-G Courses Receiving Grade of C or Higher							
12	% Graduates Meeting A-G Requirements							
RETENTION RATE (high schools only)								
	# First Time 9th Graders							
	% Retained 9 th Graders							
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	66%	67%	70%	Incentives		75%	80%
14	Attendance Rate for All Staff	64%	63%	68%	Incentives		75%	80%
15	Number of Suspensions	6%	6%	3%	Parent Involvement		1.5%	1%
16	School Experience Survey: % Parents Participating	27%	19%	50%	Parent Involvement		60%	70%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	91%	93%	95%	Incentives		97%	99%
18	<i>Culture or Mission-Specific Indicator</i>							
19	<i>Culture or Mission-Specific Indicator</i>							
20	<i>Culture or Mission-Specific Indicator</i>							

Teacher Leaders for Social Justice Responsibility_
Design Team Name

_____Feb. 1, 2012_____
Date

Public School Choice 3.0 Performance Plan

Applicant Team Representative Signature

Local District Superintendent Signature
Instructions

1. % of Students Scoring FBB/BB on CST (ELA and Math) 3.	<p>Number of students scoring Far Below Basic/Below Basic divided by the number of students tested.</p> <p>For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.</p>
2. % of Students Scoring P/Adv on CST (ELA and Math) 4.	<p>Number of students scoring Proficient or Advanced divided by the number of students tested.</p> <p>See Data Summary Sheet Boxes 3 and 4.</p>
5. Number of First Time 9th Graders	<p>Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.</p>
6. % Retained 9th Graders	<p>Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year.</p> <p>See School Report Card page 1.</p>
7. Reclassification Rate (EL)	<p>Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year.</p> <p>See Data Summary Sheet Box 9.</p>
8. % EL Students Scoring Proficient on CELDT	<p>Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested.</p> <p>See School Report Card page 4.</p>
9. Four Year Cohort Grad Rate	<p>Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out.</p> <p>See School Report Card page 2.</p>
10. CAHSEE Pass Rate (10th grade)	<p>Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested.</p> <p>See School Report Card page 1.</p>

Public School Choice 3.0 Performance Plan

11.	% Students in A-G Courses Receiving Grade of C or Higher	Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses. See Data Summary Sheet.
12.	% Graduates Meeting A-G Requirements	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort. See School Report Card page 2.
13.	Attendance Rate for Students	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14.	Attendance Rate for All Staff	See Data Summary Sheet Box 10.
15.	Number of Suspensions	See Data Summary Sheet Box 10.
16.	School Experience Survey: % Parents Participating	Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp
17.	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	Provide the overall percentage for the school. Available in School Experience Survey results.
18-20.	Culture or Mission-Specific Indicators	Design teams may add their own indicators.

L.D. 6 School of Science, Technology, Engineering and Mathematics at Walnut Park Middle School (STEM)

Elect to Work Agreement

The STEM at Walnut Park Middle School is a pilot school within the Los Angeles Unified School District (LAUSD). As a pilot, by union contract with the UTLA, STEM 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 STEM's vision and mission. Any grievances will be handled through the Pilot School's Agreement Memorandum of Understanding (MOU).

Mission

At STEM 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 project based STEM learning experiences using a two-way-bilingual 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 STEM learning community.
- (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 STEM 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 STEM related projects. 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: STEM 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.

Terms and Responsibilities for the School Year

L.D. 6 School of Science, Technology, Engineering and Mathematics at Walnut Park Middle School (STEM)

- 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 STEM projects.
- All teachers will collaborate with peers in their Department professional learning communities and STEM 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 STEM learning community and/or meet with parents of targeted students as a STEM 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 STEM 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:

STEM 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 STEM 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 teacher from the school within the involuntary excuse timeline set forth annually by LAUSD Staffing

L.D. 6 School of Science, Technology, Engineering and Mathematics at Walnut Park Middle School (STEM)

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 STEM. The release of staff will follow the guidelines set forth by the LAUSD-UTLA contract and personnel policies of LAUSD. STEM 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 STEM 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 STEM 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

STEM 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:

STEM 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 STEM in Walnut Park Middle School. By signing this document, I acknowledge that I have read and understood all of the provision of the STEM Elect to Work Agreement and that I agree to all aforementioned terms.

Name (print)

Signature

Principal's Signature

Date

Date

School of Science, Technology, Engineering and Mathematics at Walnut Park Middle School – STEM

Principal's Job Description

The principal of School of Science, Technology, Engineering and Mathematics Walnut Park Middle School (STEM) 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 STEM.
- 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 21st 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 Science, Technology, Engineering and Mathematics at Walnut Park Middle School – STEM

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.

Institute of Environmental Science at Walnut Park

Principal's Job Description

The principal of School of Science, Technology, Engineering and Mathematics Walnut Park Middle School (STEM) 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 IES.
- 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 21st 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

Institute of Environmental Science at Walnut Park

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

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- 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.

Institute of Environmental Science

Principal's Job Description

The principal of the Institute of Environmental Science at Walnut Park Middle School (IES) 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 IES.
- 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 21st 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

Institute of Environmental Science

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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: Feb. 1, 2012

School/Office: Institute of Environmental Science IES (aka SRMS#3)
 LD6

Local District/Division:

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver #2, TA page 2

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

At IES, we plan to implement support programs that will enhance the learning experience for all our students. We will implement Singapore Math, in order to enhance Mathematics and Scottish Storyline to enhance Social Studies and Science and FOSS for Science. IES will also offer a Second Language Program which will follow District guideline for implementation.

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

Singapore Math Rationale

Singapore Math methodology places a consistent and strong emphasis on problem solving and model drawing (pre-Algebra) focusing on in-depth understanding of essential math skills, recommended by the National Council of Teachers of Mathematics (NCTM). Results from TIMSS (Trends in International Mathematics and Science Study) reveal significant student gains in math concept development.

FOSS Rationale

The FOSS program materials are designed to challenge students from diverse backgrounds to prepare them for college/career programs in science, technology, engineering, and mathematics. Students acquire the ability to think like scientists through observation, logical thinking, testing and experimentation, and generating hypothesis and explanations. Students construct their own inquiries, investigations, and analyses as they explore the natural world.

School Determined Scottish Story Line Rationale

The Scottish Storyline is a effective methodology to learning and teaching that builds on a key principle of learning: in order for learning to be memorable it must be meaningful. The structure of Storyline provides an opportunity for active learning and engagement by connecting with the learner's prior experiences and enthusiasm to create new learning through storyline. Learners develop a powerful sense of ownership in their learning while creating and developing concepts through characters and settings. Social Justice projects will come alive through the Scottish Storyline.

School-Determined Rationale Second Language Program

Based on the preferences and needs expressed by parents, students and community members through our public meetings, there is a growing desire to honor the language of the home and culture, and offer a competitive “edge” for our students. The jobs of the future will demand foreign language skills and increased cultural awareness. A globalized society demands a globalized workforce, meaning individuals who are comfortable working with multiple cultures and speaking multiple languages. People who are bilingual in Spanish and English will be in particularly high demand due to the large Latino population across the country. Becoming multilingual is a life-long process, best begun from childhood.

Our rationale for the Constructivist model is the emphasis on a student-centered learning environment. Working collaboratively teachers plan explicit and purposeful instruction that invites students to participate in their own educational program by engaging and motivating learners to question, investigate, and reason. Out of this negotiation comes **a powerful sense of ownership and commitment on the part of the learner.**

Marzano’s High Probability Instructional Strategies Rationale

In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2011) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. Based on their research they determined nine strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels.

Requesting Administrator’s Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

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333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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Date: Feb. 1, 2012

School/Office: Institute of Environmental Science IES (aka SRMS#3) aka SRMS#3

Local District/Division: LD6

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver #6, TA page 3

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

At IES, we plan to implement both Service Learning Communities (SLC) as well as department Professional Learning Communities (PLC).

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

1) Rationale for Personalized Interdisciplinary Service Learning Community Structure (PLC):

Current research findings (*Small Learning Communities*; Educational Leadership. V.65.8; May.2008) reveal that personalized learning community structures create more positive relations among students and among teachers, suggesting a connection between personalization and student academic achievement. In addition, a strong relationship with the teacher instills a perception that the course is relevant resulting in higher student attendance, which along with course grades, is a powerful predictor of high school graduation. Each small learning community will be mentored and facilitated by the teachers in the SLC and will provide a structure for close interdisciplinary interaction:

- among students and teachers
- among students and counselors who provide academic and emotional support
- among students and parents/community

2) Rational for SLC: Students at IES will engage in *high quality* service-learning opportunities directly tied to both the CA and Common Core standards. Through the inquiry based/problem solving model students will engage in content-area learning through inquiry (science); research (social studies and English language arts); data collection (mathematics and technology); and application (art, music, physical education, etc.)

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Date: Feb. 1, 2012

School/Office: Institute of Environmental Science IES (aka SRMS#3)] (aka SRMS#3)
District/Division: LD6

Local

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver #5, TA page 2

Waiver Description: (Describe the actions that require a waiver)
 At IES we are asking for a late start day (8:30 a.m.) and bank time Mondays.

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

Rationale for Different Bank Time Schedule & Block Core Schedule: At IES, our mission and vision is centered on creating successful college and career ready individuals who can compete in a global economy. Our Service Learning Communities are focused on solving real-life problems in a multi-age setting.

In order to accomplish this and not interrupt the contiguous learning that best occurs with extended time, we are asking for a block core schedule where students will have extended amount of time to go in depth into learning. Additionally, we are asking for a late start 8:30 schedule, which would best learning time for teenagers.

Bank time will be on Mondays, so teachers can plan from the beginning of the week, revise instruction, review results, set timely goals and expectations for that week.

Requesting Administrator's Approval:

 Principal/Administrator

 Date

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Date: Feb. 1, 2012

School/Office: Institute of Environmental Science IES (aka SRMS#3)

Local District/Division: LD6

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver #3, TA page 2

Waiver Description: (Describe the actions that require a waiver)
At IES, we plan to implement Singapore Math in addition to LAUSD math series.

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

Autonomy for Singapore Math:

Singapore math is a methodology with an emphasis on problem solving and model drawing. Mathematics is taught more with an in-depth understanding of essential math skills. English Learners exposed to this methodology can learn to conceptualize concepts thus acquiring skills and language. This methodology began in a very cosmopolitan area where a need for addressing all diverse students was a key factor. The Singapore Math program focuses on developing the following student behaviors in mathematics: investigative work; communications skills in mathematics; appropriate use of computation and estimation skills; mental math; and model drawing for problem solving. The curriculum excludes any concepts or skills that are not fundamental to the essential understanding of the concept studied. Singapore math builds conceptual understanding and real-world practice. As a result, the focus for students is accelerated learning as opposed to intervention.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

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Date: Feb. 1, 2012

School/Office: Institute of Environmental Science IES (aka SRMS#3) aka SRMS#3

Local District/Division: LD6

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver #7, TA page 3

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

At IES, we plan to implement school based professional development derived from the mission/vision of the plan.

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

1) Rationale for Professional Development Model: Our PD strategies are tied to the goals identified in section A and the specific needs of our student population: Through collaboration in professional learning communities (department/grade and vertical groups), teachers will design standards-aligned common lessons and common assessments to meet our diverse student population of English learners, students with disabilities, economically disadvantaged, and gifted and talented. Just as we expect our students to take ownership for their learning, teachers are expected to take ownership for their professional growth and development. In order to prepare our students with 21st Century skills, teachers also need to develop the critical Habits of Mind: (1) weigh and use evidence; (2) speculate on alternatives; (3) address multiple perspectives; (4) assess the value of the ideas they have studies; (5) make connections among ideas; and (6) present their ideas clearly and with appropriate use of conventions.

At the Institute of Environmental Science at Walnut Park, we believe that the way that we work with each other as professionals, will be indicative of our professional relationship with our students. **Professional trust** will be built using the following proven strategies: **Lesson Study, Cognitive Coaching, and Socratic Seminars.**

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

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LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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Date: Feb. 1, 2012

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District/Division: LD6

Local

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver #11, TA page 3

Waiver Description: (Describe the actions that require a waiver)
 At IES we are asking for a differentiated manner of selecting the principal.

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

Rationale for Different Principal Selection: At IES, we believe leadership is essential to making this plan become a reality. Thus we would like to include a much more extensive process in the selection of the principal where the candidate would have to demonstrate:

- Understanding of the plan and pedagogies
- Ability to conduct professional development and direct instruction.
- Ability to build team, collaborate and exemplify the 21st century skills we aspire for our students.

The selection process is more cohesive and well thought out, as well as the membership of the selection committee which is much more inclusive of the stakeholders at IES.

Requesting Administrator's Approval:

 Principal/Administrator

 Date

 Local District Supt/Division Head/Designee

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District/Division: LD6

Local

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
LIS Waiver # 9, TA page 3

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

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

Rationale for Different Staff Recruitment: Research shows us that the teacher makes the difference in learning for students, thus the selection of the most qualified teachers that can carry out the mission set forth in this plan is essential. Thus, we the committee of TLFSR are asking to be able to select from a wider net of candidates. We only want the most highly qualified, effective teachers at IES.

The selection process for teachers is more cohesive and well thought out, as well as the membership of the selection committee which is much more inclusive of the stakeholders at IES.

Requesting Administrator's Approval:

 Principal/Administrator

 Date

 Local District Supt/Division Head/Designee

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