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# Miguel Contreras



## School of Social Justice

LOS ANGELES  
UNIFIED SCHOOL  
DISTRICT

PILOT SCHOOL PROPOSAL

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## **A. MISSION STATEMENT**

### **Mission**

The mission of the Miguel Contreras School of Social Justice is to provide a college preparatory curriculum that develops career readiness. Through an intensive study of diverse perspectives, this curriculum will explore issues of human rights and social concerns, and stimulate intellectual curiosity. Graduates of the Miguel Contreras School of Social Justice will continue to educate, motivate, organize and mobilize as lifelong advocates of dynamic social progress.

## **B. VISION STATEMENT**

### **Vision**

#### **EDUCATE**

Graduates of the Miguel Contreras School of Social Justice will obtain a unique educational experience that is academically rigorous, personalized to reflect diverse student experience, and enriched with service learning projects. At the core of the school's curricular design are the academic goals set forth in the current California State Content Standards, though our teachers are being trained in the California Common Core Standards as they are developed. Additionally, students will fulfill the University of California A-G requirements giving them eligibility to pursue post-secondary educational options at a 4-year college or university. To address student need, there will be an emphasis on numeracy and literacy skills. Inquiry-based instruction will utilize higher level questioning and thinking, and teacher-developed benchmarks will measure student success or need for remediation. Each semester, students will explore and develop a deeper understanding of social issues and human rights concerns through their involvement in service learning projects. These projects will be developed through student voice, student choice, and student involvement; they will enable students to apply 21st century skills learned in the classroom to real-life applications. The service learning projects will encourage students to take ownership of their education, while developing an appreciation for the value of learning. The educational experience of graduates will prepare them for their post-secondary options.

#### **MOTIVATE**

The School of Social Justice will nurture a culture in which students will feel safe and be motivated to apply their learned content, skills, and shared experiences. The administration, faculty, and staff will create a familial learning environment by providing nurturing professional and personal relationships with students. Individual perspective and divergent thinking will be validated to help students identify their own unique interests, and students' personal experience will be connected to their in-class education and service learning projects. With assignments tackling such issues as immigration reform, teen obesity, gender and sexual orientation equality, students' personal connections will motivate involvement and ownership.

#### **ORGANIZE**

The School of Social Justice will teach students the importance of organization as it applies to everything from individual daily academic needs to larger social justice movements. Students will be taught to identify challenges, to establish goals, and to develop a course of action for success. Students will evaluate current resources, identify short-comings and understand how and when to seek support from others. Students will practice establishing and meeting timelines. Through reflection, self-evaluation, and persistence students will become successful at completing projects and reaching goals.

## MOBILIZE

The School of Social Justice will instruct students how to mobilize to create positive change. Within the classroom, students will work individually and in teams on assignments such as issues-based research, project-based learning, public speaking and debate, and senior projects to offer different perspectives. Extending beyond the classroom to other campus outlets, students will participate in public service, instructional assemblies and performances, political rallies and campaigns, and extracurricular clubs such as the Gay-Straight Alliance, the environmental club Urban Empowerment, and the social justice art club Pulse. In the community, students will participate in civic actions, establishing connections with other high schools, colleges and universities, and parent/adult education.

## C. SCHOOL DATA PROFILE/ANALYSIS

### 1. Where is the school now? What do the data/information collected and analyzed tell you about the school?

The Miguel Contreras School of Social Justice (SSJ) draws students from the Belmont Zone of Choice. The demographics of the students enrolling in SSJ have remained relatively stable since the school first opened in the 2006-2007 school year, with the campus being comprised of 90+% Hispanic/Latino students. The main demographic shift has been a continued increase in the percentage of Latino students in the student body (See Attachment C, Figure 1).

The demographics of the school mirror that of the surrounding community. 85 percent of our students are eligible for the Federal Free/Reduced Lunch program for economically disadvantaged families. The Pico-Union neighborhood has high proportion of immigrant families, with many of these families being undocumented. The parent education level in most households is a high school diploma or less and very few of parents have completed at least some college. These income and education demographics present educational challenges that expand the range of what is necessary to teach our students in order for them to be successful in high school and beyond.

Academically, the School of Social Justice has made significant improvements since 2006-2007. The students are demonstrating greatly increased skills in the English/Social Studies areas as measured by the California Standards Test (CST), with greater numbers of students scoring in the Advanced/Proficient range and fewer students in the Below Basic/Far Below Basic categories (See Attachment C, Figures 2a-c). In 2012, 35, 40, and 35% (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, respectively) of the students scored in the Proficient/Advanced range on the ELA CST, up from 18, 18, and 19% in 2006. Social Studies proficiency has gone from 17 to 27% in World History and 22 to 37% in US History between 2006 and 2012. Scores on the CSTs show a slower rate of improvement for SSJ students in the math and sciences (See Attachment C, Figures 3a-e). Algebra I proficiency is up to 14% from 7% in 2006. First time passage rate on the CAHSEE is another indicator of the improvement of SSJ students since 2006 with ELA going from 67% to 76% and Math showing a large jump from 54% to 77% (See Attachment C, Figure 4). Additionally, we have seen an increase of over 10% in the graduation rate since 2008 to 66% for the class of 2012 (See Attachment C, Figure 5)

The main factor behind these improved scores is the strength of the School of Social Justice faculty. In a survey completed in the Fall of 2012 (See Attachment D), SSJ students overwhelmingly reported that their teachers had high expectations for them and held them to high standards. The average scores on a 10 point scale ranged from 7.29 to 9.11 across the different content areas (See Attachment C, Figure 6) with students reporting that they felt that their teachers did a good job teaching and helping them learn new material. Consistent with the improvements seen in CST scores, the English and History departments received higher ratings than the Math and Science departments. Additionally, the students indicated that

the teachers were available for help (m=7.8, on a 10 point scale) and that the teachers care about the students being successful (m=7.5, on a 10 point scale).

The data clearly demonstrates that the School of Social Justice has shown improvement across the board in all academic areas. Yet, even with this improvement, there is still much more growth that needs to take place. Our juniors and seniors test far below the overall national average and the national average for Hispanic/Latino students on the SATs and ACTs. Each year more students are applying to, and being accepted into, colleges and universities, but our students still struggle with placement tests with far too many having to start with remedial English and math classes.

In the most simplistic terms, the root cause of low performance of SSJ students is the fact that most enter 9<sup>th</sup> grade below where they need to be. Based on 8<sup>th</sup> grade CSTs for students at our feeder schools, only 30-40 percent are at a proficient level in math and English when they enter high school. Additionally more than a quarter of our students are classified as Limited English Proficient (See Attachment C, Figure 7). At the School of Social Justice we believe that it is important that we do not use low incoming test scores, limited English proficiency, or other demographic factors as excuses for our students' performance. We are responsible for educating every student that walks through our doors. Up to this point we have done a good job making significant improvements, but we are not yet satisfied. We want to keep doing better and we believe that our students deserve more. But we acknowledge that our student population brings with it special challenges and continuing to do things as the status quo will eventually lead to plateauing improvements. In order to reach the goals that we have for our students, we have to implement some changes away from the traditional program so that we can meet the unique needs of our students.

## **2. Most central and urgent issues.**

At this time the three issues that must be addressed are 1) increasing math skills, 2) improving English/writing skills, and 3) developing a more formalized process for ongoing identification of ways to improve and evaluation of progress.

Math is our most problematic area. It is the subject where our students are the weakest and it is the area where we have shown the least amount of growth. Our students' math deficiencies can be seen in low pass rates in classes, difficulties in the more math-based science classes (Chemistry and Physics), low scores on the SAT/ACT math subsections, and poor performance on college placement exams. We currently have a Math Tutor class that is offered to the lowest performing entering 9<sup>th</sup> graders. This class offers a second hour of math each day to help the students who need the most help. The Math Tutor class has been helpful, but with only 1 section offered, and with the need to keep the class size down, it only affects a small number of students. Our plan moving forward is to offer all incoming 9<sup>th</sup> graders a second period of math. This extra math time will allow teachers more time to cover more depth, to slow down the pacing, and to reteach middle school math concepts that students are lacking. By focusing this extra time in the freshman, the math teachers will be able to build a strong foundation that will not only improve their performance in 9<sup>th</sup> grade math, but also impact how well they do in their future math and science classes.

While the percentage of SSJ students scoring Advanced/Proficient on the CST ELA has doubled since 2007, the school is still not at the target set to achieve AYP. And looking beyond the test scores, our students' writing skills are not at a level necessary for success in college. Similar to the plan for math, all 9<sup>th</sup> graders will receive a second period of English. This extra period will create more opportunities for developing writing skills and also time to address the unique needs of our English Learner population.

At this point, the school's Annual Measureable Objectives (AMOs) are far below the goals set by the state for both English and math. It is obviously going to take some time to cut into that achievement gap of about 50%, although that is our long-term goal. Over our first six years, the school has seen an average increase of just over 1% in students scoring proficient on the Algebra 1 and Geometry CSTs. Our goal moving forward is to raise that number to a gain of at least 5% each year. As this plan targets the incoming 9<sup>th</sup> graders, we will then expect to see commensurate changes when those students reach Algebra II in their sophomore or junior years. Our gains in English have averaged about 3% each year. SSJ has set a goal to see that increase to 6% per year.

In going through this process, the faculty has realized that we need a more formalized process for evaluating what we are doing. These evaluations will not only help us identify problem areas, but also where we are being effective. As a method for doing this, at the beginning of each year the school will create committees (likely 4 or 5) that are focused on a current need that our school has. Each committee will be charged with coming up with a plan to address that need, including a way to evaluate that intervention, for the upcoming school year. At the end of each year, the progress of each committee will be looked at. At that point it will be determined if that need has been addressed and that specific committee will not be needed or if more work in that area is still required for the following school year. If the committee is not needed the next year, a new committee will be formed to focus on another concern. The tentative committees for the 2012-13 school year are: instruction, curriculum, Positive Behavior Support, expectations and governance, and parent/community involvement. As we begin implementation of our pilot school plan this spring, the committees will begin gathering data to establish baselines for each topic. These baselines will then be used to determine benchmark goals for the 2012-13 school year. For instance, two areas that the Positive Behavior Support committee will concentrate on are tardies and students being sent out of class to the office for discipline referrals. Based on the baseline numbers that are gathered in the spring, the PBS committee will set a goal of a 10% decrease in tardies and a 10% decrease in office discipline referrals. The parent/community involvement committee will likewise use data from the spring to set goals for parent/community involvement during the 2012-13 school year.

## **D. RATIONALE FOR CHOOSING PILOT**

The School of Social Justice began as the Academy of Social Justice (ASJ) in 2002 at Belmont High School. After three years together as an academy, in 2005 we were among the first in the district to write a small learning community design proposal and became certified later that year. When Miguel Contreras Learning Complex was nearing completion in 2005, ASJ enthusiastically expressed a desire to be one of the four small entities on this new campus and in the fall of 2006, we moved in to our current site. Since that time, we have remained committed to the same goals we wrote about in our first proposal: exploration of human rights through a social justice curriculum, commitment to students fulfilling the A-G requirements and college preparation, interdisciplinary service learning projects (including a senior project), and authentic assessments. Although we have been able to accomplish many of our goals, the pilot school would allow us the flexibility and autonomy, especially in the areas of curriculum and assessment, that would further enable us to increase personalization and student achievement.

Our data over the previous six years show that we have made steady progress, as there has been an increase in the number of students scoring proficient or advanced in nearly every subject every year. We are not, however, progressing at a satisfactory rate and there is a need for more targeted instruction and intervention in English and math. In order to create a transitional bridge for 9<sup>th</sup> grade students, we will implement a double period of both math and English to better prepare them for the rigors of high school curriculum. This focus on math and English will allow us to build a strong foundation for every student that we can build upon in subsequent years. We will focus our instruction on reading comprehension of

both fiction and non-fiction texts, writing, and higher-order thinking skills required in all courses. In order to create this schedule for our freshman, we will need to eliminate three current 9<sup>th</sup> grade classes: biology and health/life skills. It is our belief that because they will have had more intensive instruction on reading expository text, our 10<sup>th</sup> grade students will be able to better comprehend the difficult biology textbook (and subsequent science texts) and supplemental materials. The health and life skills classes will be eliminated from our master schedule completely. Part of the health curriculum, critically important information on HIV/AIDS and other STDs, and sexual health will be taught in the physical education classes. Other areas of the health curriculum, such as substance abuse and nutrition, will be implemented in 9<sup>th</sup> grade advisory classes. The life skills curriculum, including college and career planning, will be implemented in 9<sup>th</sup> through 12<sup>th</sup> grade advisory classes.

The pilot school model will also provide our school with more flexibility when planning interdisciplinary service learning projects. The district pacing plans and periodic assessments have greatly limited teachers' ability to mold instructional units around themes created by grade-level teachers. Our intention is to move away from these district mandates by creating new standards-based curriculum and assessments in each core class. This flexibility will allow us to build interdisciplinary projects focused around 21<sup>st</sup> century skills and social justice themed topics of interest to students.

The School of Social Justice has been in the Belmont Community for ten years. Four of the original five founding members are still here and more than three-quarters of the staff have worked in this small learning community for at least six years. We have been committed to the SLC model and have seen the benefits of a tightly knit community that embraces personalization, a student-centered approach and socially just pedagogy as foundations for greater student achievement. We see the pilot school model as the next logical step, for it will give us the autonomy to further develop our mission and vision.

## **E. PILOT SCHOOL TRANSFORMATION**

### **1. CURRICULUM, INSTRUCTION, AND ASSESSMENT**

#### **Alignment to Curricular Philosophy**

At the School of Social Justice, we are driven by an academic theme that resonates with our student population. We are consistently the number one chosen school by both parents and students within the Belmont Zone of Choice, which speaks to the great importance placed on our social justice theme within the community. We believe that this deep connection to our theme must be harnessed and reinforced throughout our program to help our students develop into enlightened and effective citizens. Our school motto and vision outlines the overall curricular theme: Educate, Motivate, Organize, and Mobilize. This motto embodies the skills and knowledge our students will have when they graduate from the School of Social Justice. Students will follow this path from ninth grade to their senior year, practicing the skills needed to become career ready and college ready.

Using our school vision and Expected Schoolwide Learning Results (ESLRs) as a basis for all curricular planning, The Miguel Contreras School of Social Justice will utilize the Pilot model autonomies to ensure both the instruction and assessment of the specific skills and knowledge reflected in our mission statement. The SSJ ESLRs encompass the 21<sup>st</sup> century skills our students need to successfully navigate the increasing complexities of the world: to think critically/creatively, to communicate effectively, to build character, and to contribute globally. It is our mission to have all graduates of the Miguel Contreras School of Social Justice career and college ready.

### Thinking Critically/Creatively

When considering how students learn the ability of critical and creative thought, we agree that a student-centered approach is essential to our curriculum. This student-centered and individualized curriculum will overtly teach and model 21<sup>st</sup> century skills. The shift in focus will emphasize an Inquiry-based approach that allows teachers to collaboratively design curriculum that encourages students to construct and/or discover new knowledge. At every opportunity, students must be allowed to guide learning through their own inquiry, reinforcing ownership of their critical and creative abilities, and establish an interest-driven approach to their work (Bell et al, 2005). This Inquiry-based approach will help hone critical thinking and reasoning skills in addition to teaching content knowledge in an engaging manner. The mechanism by which we will utilize this Inquiry approach will be through project-based learning (PBL) and service learning projects. Our professional development time will focus on developing various opportunities and strategies, across contents, to plan for our students to work collaboratively on rigorous projects.

### Communicating Effectively

Effective communication via speaking, writing, and media will be practiced at all grade levels and in all contents, these skills being central to our assessment plans and collaborative study. An emphasis will be placed on skills needed to communicate effectively in the 21<sup>st</sup> century. All content areas will concentrate on improving reading, writing, and speaking skills. In addition, we will focus on listening to one another which will encourage a culture of self-worth, as all students must feel that their hard work and contributions are valuable.

### Character Building

It is our stance that character-building works hand in hand with a rigorous, student-centered program. We use the definition of rigor as "...does not mean content that is difficult for students to master, rather it concerns what students are able to do as a result of their learning" (Wagner, Kegan, Lahey, Lemons, Garnier, Helsing, Howell, & Rasmussen, 2006). Authentic performance assessments, for example, in which students focus their time and effort to prepare for an exhibition, are useful in combining a wide range of challenges and modes of collaboration. This experience pushes our usual boundaries and demands a greater respect and knowledge of those with whom we work. Our embedded social justice theme allows for frequent reminders of what society values in our character.

### Contributing Globally

In order to enhance student engagement and to create community/global awareness, our curriculum will be aligned with social justice themes. Partnership for 21<sup>st</sup> Century Skills ([www.p21.org](http://www.p21.org)) has identified major themes that will help our students navigate an increasingly complicated world. The School of Social Justice is uniquely positioned to address these 21<sup>st</sup> century themes:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Financial Literacy

Through service learning projects, our students will learn civic responsibility. Working within the community allows our students to find their place in the world, i.e. "the bigger picture." Awareness of social/political movements, "grass-roots" change, and basic community activism/advocacy is essential to our mission of developing citizens who think globally and act with the greater good of society and the environment in mind.

## **Curriculum and Autonomy**

### **Ninth Grade Transitional Bridge**

It has become apparent that our students are not making progress at sufficient rates in all content areas. Empirical evidence from the review of state and district test scores and also faculty observations has indicated a large performance gap between our students and state and national standards. Of particular concern is our students' performance in math and English. These disparities standardized test scores are particularly stark when comparing math and English CST scores: 10% vs 59% statewide for math, and 36% vs 58% statewide for English. This gap continues to widen as student matriculate from freshman year to higher grade levels. This dire trend is troubling because studies have shown that students who do not matriculate from 9<sup>th</sup> grade to 10<sup>th</sup> grade have higher dropout rates (Shawnrell, 2008; Chapman, Laird, & KwealRamani, 2010). We believe these two areas to be the key component for our students' future success. Therefore, to better prepare them for the academic rigor needed later in their high school career, we will create a transitional math-English bridge program. This curriculum plan will create a dual math and dual English class schedule for all freshmen. This focus on math and English will allow for intense academic immersion and preparation in reading, writing, and math skills. Refinement and emphasis on these basic academic skills will permit our students to progress in developing deeper meaning of written texts while adding higher levels of understanding in mathematical concepts.

*English Transitional Bridge:* The dual English course format will address observed needs for our students on literacy skills, thus creating a strong foundation for cross-content reading and writing. The 9<sup>th</sup> grade transitional bridge will also aid students who are long term English learners or where English is not their primary language (EL). The dual English instruction will be designed to emphasize differentiated instruction in a heterogeneous environment that allows re-teaching of non-mastered concepts and peer tutoring for students needing extra support. In addition, all students will have the opportunity to further refine and utilize their skills through PBL projects and cross content service learning projects. These projects (PBL and service learning) are inherently differentiated to support the needs of students all ability levels. Both English courses will be aligned to the new common core ninth grade standards. The dual course model will split the 9<sup>th</sup> grade English curriculum into two courses with one that focuses on reading and information skills (media and technological), and another that focuses on expository writing and communication skills. That is, the first class addresses how do we interpret and comprehend incoming sources of information, and the second course addresses how we communicate complex ideas to others. The first course will focus primarily on skills needed to comprehend multiple information sources that not only include traditional texts, but include all mediums where information is disseminated. The second course will focus on skills needed for students to communicate their ideas to others through various mediums, both oral and written, with an emphasis on the use of academic language. This dual English format will allow students to improve and master English skills and enable sufficient time to delve deeper into real world applications of their skills that would not otherwise been feasible with other schedule formats. This preparation will enable students to be more successful on the CAHSEE and Common Core Assessments, but more importantly, it will provide the students with the solid core academic skills needed to access content in higher grade levels and to create future ready students. In addition, this model will allow for the acceleration to rigorous and relevant reading and writing for students who would benefit from a differentiated opportunity not available in the traditional ELA instructional model.

*Math Transitional Bridge:* We have identified Algebra I and Algebra II as areas of particular concern in our math program. In order to address and close this achievement gap in all math areas we have decided to include again focus on our incoming freshman and include math in the transitional bridge program. This intervention will allow for increased differentiation for our students while maintaining high expectations and rigor. In addition to using incoming students' middle school CST scores and end of course assessments, we will work closely with the feeder middle schools to ensure proper placement of all students into a standards-aligned Algebra I or Geometry course. All students will then enroll into a

second math course that focuses on application and comprehension. This course will be used to emphasize mastery of all math skills that students may come across in their future day-to-day life and to fill in identified holes in their math abilities. Skills taught will range from applying basic math skills to reinforcement of Algebra I skills. Math skills learned will be aligned to common core standards. In addition, students will practice these skills while implementing PBL projects and student initiated service learning projects. The two math course model will allow for not only the time to teach for understanding, and but also enable the implementation of intensive PBL and service learning projects.

Our review of our Algebra I and Algebra II data raises two main questions as to why our Algebra II are not progressing at an acceptable rate. The questions can be summarized as follows:

- 1) Do students score poorly in Algebra II because they have not sufficiently mastered Algebra I, and does this lack of mastery amplify as the student matriculates?
- 2) Is Algebra II inherently more intricate thus requiring an alternative method of instruction more appropriate for our students?

We can address the first question by using the dual math course model of instruction. In order to address the second question, we have chosen to adopt the College Preparatory Mathematics (CPM) course for all math courses except AP Calculus. This new approach to teaching math is geared toward modern students who have a myriad of distractions that were unheard of in previous generations. It is built upon the belief that teachers should adapt to their students and not the other way. Embedded in the curriculum is the learning of skills that will be necessary for the 21<sup>st</sup> century: communication, collaboration, creativity and critical thinking. CPM will prepare students for the Common Core Assessments better than the more traditional curriculum we are currently using does.

There has been a major focus on using technology in the classroom to help engage students. The Khan Academy has been frequently mentioned as a novel and effective approach. Student access to technology will allow teachers to “flip” the classroom where students do the lesson at home (online) and the teacher is there to reinforce material learned during face to face meetings. Besides Khan Academy, another effective online tutorial program is Agile Mind. Agile Mind has been used with success in the biology at our school. This online tutorial program, unlike the lecture format of Khan Academy, is inquiry based, interactive, and highly engaging. Agile Mind has tutorials targeted for all levels of math including Algebra I, Algebra II, Geometry, and Calculus. It is our plan to integrate the Agile Mind online tutorial into our entire math program and use it to further engage students and reinforce their learning as they move towards math proficiency.

*Impact of the Dual Math-English Transitional Bridge:* The impact of scheduling a dual math-English Transitional Bridge will require students to take their first science course, biology, during their sophomore year. Currently, biology is taught as a freshman level class. In general, science texts are vocabulary rich and very difficult to access for our students. An extra year of English skills development will help students more fully understand science texts and enable them to better contextualize material. The additional math skills will enable more complex inquiry-based lessons where students manipulate raw data and form conclusions based on mathematical analysis. This bridge program will also require that we eliminate Health for our freshman. The state standards addressed in this course overlap significantly with P.E. and biology and will be taught in those classes instead.

### **Cross Content and Cross Grade Level Changes to Our Practice** Project-Based and Service Learning Projects

Our authentic curriculum will allow students to complete yearly interdisciplinary projects that they initiate and develop. These projects will follow an inquiry model with increasing levels of autonomy in student initiated design as our students progress through to higher grade levels. This progression will

culminate in a Senior Project in which the students choose a topic of personal interest. Such projects give students ownership of the curriculum, which becomes more inherently relevant to them. Our focus on human rights issues additionally allows all students to study issues that are personally meaningful to them, their families, and their community.

“Service learning can be defined in part by what it does for your students. When service learning is used in a structured way that connects classroom content, literature, and skills to community needs, students will: Apply academic, social, and personal skills to improve community; Make decisions that have real, not hypothetical results; Grow as individuals, gain respect for peers and increase civic participation; Experience success no matter what their ability level; Gain a deeper understanding of themselves, their community and society; Develop as leaders who take initiative, solve problems, work as a team; and Demonstrate their abilities while and through helping others.” (Kaye, 2004)

Grade-level teams will demonstrate their awareness/knowledge of social problems by developing service learning projects that require students to identify, examine, analyze, and present solutions to the problems. These projects supplement the A-G coursework and will be cross-curricular with teachers serving as student resources, providing support, direction, and knowledge. These team projects build from grades 9 through 11, culminating with a senior project, which is a team project entirely designed and implemented by all seniors with the advice of a designated faculty advisor.

*Service Learning Projects:* For each service learning project, students assess the needs of the community and then develop a project that addresses and meets a particular concern. Such projects are cross-disciplinary and aligned with the Common Core curriculum. These projects will connect the students with the community in a professional manner. The projects will culminate with formal presentations to school and community leaders. The service learning projects will emphasize career ready skills such as professional appearance, time management, professional quality and effort, and oral presentation skills. Students will be required to “think outside the box” in order to find solutions to community needs that may not be apparent. Service learning projects will be coordinated through advisory, with core content teachers supporting the projects with coordinated lesson plans.

*Senior Project:* The Senior Project will allow students the opportunity to demonstrate their years of growth in the areas of the 21<sup>st</sup> century themes. With their projects, students will showcase their research, writing, organizational, and 21<sup>st</sup> century skills. Students should build upon a subject in which they are passionate and will demonstrate new learning and growth as assessed by a final presentation. Senior projects will emphasize solving a community or global problem using information, media, and technical skills.

*Project-Based Learning:* PBL is an instructional method that encourages student initiative to problem solve complex tasks. This method of instruction is inquiry-based, and requires students to maximize their critical thinking skills and problem solving skills. PBLs will be completed in each content class, and serve as a scaffold to completing the larger service learning projects.

#### Autonomy, Pacing and Best Practices

The 21<sup>st</sup> century skills and themes mentioned above will be collaboratively embedded across core content areas and integrated both horizontally (across content) and vertically (across grade levels). Autonomy provided will allow for teachers to make decisions on pacing and the sequence in which they will be teaching. As it stands now, teachers must follow district approved pacing plans that match periodic assessments. This prevents teachers from effectively co-planning units with other content classes. For example, in biology we must teach the macromolecules in food. However, we must teach this at the beginning of the year. One of our English teachers likes to teach “Fast Food Nation,” but teaches it later

on in the year. Under district pace, we could not “sync” our curriculum, even though it would be a natural fit to co-plan this unit. The autonomy provided by the pilot program will allow teachers to better “sync” lessons and co-plan units around common themes. This will enable teachers to better reinforce material in an engaging manner.

#### Common Practices to Teach ELs and All Students

English Learners: Given the large number of English Learners (“ELs”) in our student population, the Miguel Contreras School of Social Justice will be structured to provide services for English Learners that include English Language Development (“ELD”) and access to the core curriculum.

All ELs in our school will receive ELD as required by state and district policies.

- ELs in the Preparation for Redesignation Program will be programmed into mainstream standards-based English Language Arts (“ELA”) classes. Teachers will differentiate instruction within the ELA classes to provide ELD to EL’s working toward reclassification.
- ELs below reasonable fluency in English will be enrolled in standards-based ESL classes. ESL students will participate in the core curriculum of the school while being programmed into the appropriate level ESL classes in accordance with LAUSD guidelines outlined in MEM-1642.1 Scheduling Secondary English Learners and Staffing dated May 9, 2005.

All ELs will be programmed into standards-based core content classes. Teachers will differentiate instruction for ELs in core content classes using SDAIE (Specially Designed Academic Instruction in English) strategies in order to provide access to the core curriculum. Primary language support will be provided by teachers and EL teaching aides as an additional accommodation to those EL students with less than reasonable fluency in English.

#### Special Education Students

All students designated as requiring Special Education services will, according to their IEP recommendations, receive modifications and accommodations to ensure success. We do not believe in separation; we will implement a full-inclusion model so that students will learn in the least restrictive environment. Special Education students will take general education classes, and Special Education teachers will collaborate with the general education teachers using a co-teaching model. Special Education students will meet in a Learning Center, in which the Special Education teacher will deliver support services to the student.

#### Assessments

Research by Levy and Murnane (The New Division of Labor: How Computers are Creating the Next Labor Market, 2004), indicates that over the last four decades there has been a steep increase in jobs that value expert thinking and complex communication skills. Simultaneously, there has been a steady decline in routine rote cognitive, routine manual, and non-routine manual jobs. In the classroom, this justifies the need for teachers to move from assessments that are fixated on the student’s ability to recall and execute routine algorithms. Instead, assessments should reward students who are driven to creative in their quest for solutions to inquiries. In order to address this deficiency, we will create a more authentic assessment approach. “Authentic Assessment, like learning, occurs most naturally and lastingly when it is in a meaningful context and when it relates to authentic concerns and problems faced by students” (Brooks & Brooks, 1993). The following are examples of authentic assessments that will be implemented:

- Each grade level team will create interdisciplinary projects. Teachers will create project guidelines that center on big ideas and interdisciplinary themes, but students will be able to choose a focus of research. For instance, the 12<sup>th</sup> grade team will study government control and

propaganda. The students can select a research area that can range from reproductive rights and issues of eminent domain for the greater good.

- The Senior Project, described above, will be a cumulative, student-created, student-centered exhibition that will assess students' attainment of the expected learning goals of the School of Social Justice.

### Reflective Portfolios

Cumulative content-area portfolios will be kept for all students for their duration in high school. Portfolios will be an integral part of the students' educational experience. They are "assessments that go beyond the mere work products that are included in them: they represent the process of a student's construction of meaning, and are therefore highly beneficial to a constructivist teaching approach" (Tierney, Carter, & Desai, 1991). Content area teachers will agree upon benchmark assignments to be included in the portfolios, which will be regularly evaluated, discussed, and modified if necessary during common planning sessions. Benchmark assignments will draw upon a variety of learning modalities and will also include some benchmarks by the district. Students will also review, assess, and reflect upon their portfolios often. These portfolios will be passed from teacher to teacher as a student moves up through the grades. Benchmark assignments included in a portfolio should therefore indicate a progressive improvement in a student's skills and knowledge; if no such improvement can be seen, then teachers and students, along with parents, will discuss the problem and come up with a solution based upon the needs of that individual student.

### Pre- and Post-Tests

In order to obtain a true evaluation of student progress, teachers will assess students at the beginning of a semester or unit and use the same assessment at the end of the semester or unit. For example, in English, a writing prompt will be given at the beginning of the semester and then once again at the end. The teacher will then compare the two and look for growth and areas of need both in content and in style.

### Summative Assessments

Summative assessments will include local examinations, culminating projects, presentations, exhibitions and round-table discussion forums that assess the whole range of skills we want students to master.

### Periodic Assessments

The science department will design and implement new periodic assessments. Math, English and social studies will initially use district periodic assessments, with the goal of designing their own assessments later in the pilot school implementation process.

### Common Rubrics

Currently, the district policy only requires a brief tabulation of students' grades-to-date. Parents are compelled to attend parent conferences in order to get information that goes beyond the student's letter grades. Teachers will use the results of the assessments to inform and improve their instruction. Teachers will share the results in professional development meetings so that the entire staff collaborates on the efforts to maintain focus on our school's vision.

## **2. Schedule and Calendar**

The school calendar and daily/weekly schedule will meet all district and state guidelines for instructional minutes. Students will have six classes, plus one advisory period each semester. Each of the six classes and advisory will meet four times a week. On a regular day, five 65 minute classes and one 35 minute advisory will meet. Tuesdays will be shortened to allow for teacher professional development. The shortened Tuesday schedule will consist of four 65 minute class and advisory will not meet. Having fewer classes meet each day offers a few instructional advantages. The longer class periods allow for

more time for the teachers to interact with all of their students and to engage in more in depth lessons. Having only five classes meet decreases the number of students teachers will see, which increases personalization and the chance for teachers to develop relationships with their students.

Miguel Contreras School of Social Justice 2013-2014 Bell Schedule								
START	END	MON	WED	THUR	FRI	TUESDAY SCHEDULE		
Warning Bell	8:00					START	END	PER
8:10	9:15	1	1	1	1	8:05	9:45	PD
9:20	9:55	Advisory	Advisory	Advisory	Advisory	Warning Bell	9:50	
10:00	11:05	2	3	2	2	10:00	11:05	2
11:10	12:15	3	4	3	4	11:10	12:15	3
12:15	12:45	Lunch	Lunch	Lunch	Lunch	12:15	12:45	Lunch
12:50	1:55	4	5	5	5	12:50	1:55	4
2:00	3:05	6	6	6	6	2:00	3:05	5

### 3. Staffing

- Provide a staffing plan which includes a description of the leadership structure.

#### Staffing Plan

The following chart shows the numerical breakdown of the proposed staffing plan.

Position	Quantity
Small school principal	1
Secondary counselor	1
ELA teachers (includes drama, performing arts)	4
Math teachers (includes computers)	3
Social Studies teachers	2
Science teachers (includes some math courses)	3
Spanish teachers (includes ELD classes)	2
PE teachers	1
Art teachers ( includes Health, Life Skills classes)	1
Categorical adviser / Testing coordinator / Problem solving data coordinator	1
CTE teacher (content to be determined at later point in implementation timeline)	1
RSP teacher (inclusion specialist)	1
SDP teachers (inclusion specialist)	2
SAA (senior office tech)	1
Bilingual TA - Paraprofessional	1
Special Education TAs	2

#### Leadership Team Capacity

We at the Miguel Contreras School of Social Justice plan on a leadership structure wherein all decisions will be made democratically including voices from the community and the faculty. The School of Social Justice leadership team includes but is not limited to the following members:

### Small School Principal

The principal will be a member of the Governing Council, and a member of other standing committees as needed.

### Faculty Representation

All faculty members will make up the leadership team in the implementation of our pilot school innovations. Faculty will take part in representative committees that cover both instruction and operations:

*Positive Behavior Support / School Culture Committee:* Addresses attendance and discipline interventions, set and implement positive reinforcement strategies to counterbalance punishments addressing disciplinary incidents.

*Instructional Leadership Team Committee:* Guides professional development, investigates and shares common instructional strategies and best practices, coordinates peer observations.

*Curriculum and Instruction Committee:* Directs and determines needs for both grade level (horizontal) planning for interdisciplinary service learning projects and content based (vertical) planning.

*Parent and School, Community Activities Committee:* Organizes and develops personalization activities for students and parents to further encourage school involvement, coordinates with student leadership groups, develops and furthers community outreach.

*Operations Committee:* Addresses needs of the school in the areas of data/school review, budget review and compliance, testing, calendar and schedule, textbooks.

### Student and Parent Representation

The School of Social Justice will also have a Student Council, a Student Court, and a Parent Council. These bodies will advise the Governing Council on issues relating to the functioning of the school. Each group is described more fully in the Governance section below.

### **Principal Selection**

As a pilot school we will recruit an administrator to lead our school team as principal. The autonomy to make this selection ourselves is essential to our success as a small school. We will seek an administrator who understands the classroom and instruction, and who shares the vision of our school. As the instructional leader and point-person of a small pilot school, the principal must be able to sustain the vision of the school in day-to-day operations and in long-term planning. The criteria for selecting a principal are built around the Professional Standards for Principals:

- demonstrated knowledge of school operations, especially in a small school setting
- demonstrated commitment to the core beliefs of small school reform
- demonstrated belief and value for serving marginalized students
- experience leading and collaborating with teachers, especially around interdisciplinary teaching and curriculum development
- effective and collaborative leadership skills
- experience and interest in developing relationships with community organizations and members
- experience meeting the needs of English language learners
- experience and interest in developing interdisciplinary curriculum

- experience working with families and parents, particularly in communities of poverty appreciation for diversity

These desired characteristics are clearly aligned with the mission and vision of the School of Social Justice and support our educational plan. The selection process for the principal will begin with a posting of the job description in February, after LAUSD approves the proposal. Interviews will take place in March and be conducted by design team members, a community representative, a student representative, and a parent representative. Final selection will be made in April and submitted for the superintendent's approval.

### **Staff Selection**

As a pilot school we will select staff based upon need and meeting the vision of the school. As needed a Staff Selection Committee will be formed when positions become vacant. The purpose will be to ensure that the faculty and staff who are selected reflect our mission and vision. The hiring committee will consist of at least one representative from the department in need of a member, the principal, and the counselor. The Parent and Student Councils will be consulted during the hiring process.

### **• Describe how the proposed staffing plan will ensure adequate instruction and services to special education and English language learners.**

Given our current and historical student demographic we anticipate approximately 30% English Learner (ELs) student population and 10% Special Needs student population.

We plan to address the needs of ELs in two ways. 1) A dedicated Categorical Adviser to balance and address the needs of both students and the school regarding compliance and interventions. 2) We plan to utilize the professional strengths of the two Spanish teachers to teach ELD courses and to nurture / develop the primary language strengths of ELs. Much research has shown that students with strong primary language skills have a higher transference rate to the target language. This should lead to a higher rate of Literacy in English, the target language.

In our first implementation year, we plan on transitioning to full inclusion for our RSP and SPD students. This, too, creates a demand for more content teachers than a traditional school and this is reflected in our staffing plan. The inclusion specialists will assist the content teachers with pullouts, student interventions, whole class lesson delivery, and small group mini lesson delivery. Many of our RSP and SDP students are also ELs, which makes the need for a dedicated Categorical Adviser combined with a data expert even greater than in a traditional school.

### **• Provide reasons why the proposed staffing structure is necessary for the school to achieve its mission.**

### **• Explain how this staffing plan differs from the school's current structure and why these changes are necessary.**

One aspect of our staffing plan involves higher than usual numbers of content teachers in English, math, and science. Historically, the School of Social Justice has been the number one student selected SLC in the Belmont Zone of Choice (BZOC). This does, and will, allow for more teachers due to higher than average student enrollment. In addition, part of our mission includes the philosophy that all of our students are capable of completing A-G requirements regardless of their individual needs. This will require extra teachers for our 9<sup>th</sup> grade transitional bridge program, in part to cover the second English and math course for our incoming freshmen. We feel that our staffing plan will ensure learning and allow us to cut into the achievement gap.

**• Describe the school’s working conditions for administration and certificated staff.**

The Miguel Contreras School of Social Justice will abide by the agreements outlined by LAUSD, the MOU between LAUSD and UTLA, AALA, and SEIU (Local 99). Additional terms and conditions of employment will be determined by the SSJ’s Governing Council rather than by the LAUSD employment contract. While not exhaustive, this election states the important terms and conditions of employment at SJ.

**• Describe the process by which the school will annually determine the working conditions for staff.**

**Annual Work Conditions**

The Miguel Contreras School of Social Justice will abide by the agreements lined out by the LAUSD, the MOU between LAUSD and UTLA, AALA, and SEIU (local 99). Other terms and conditions of employment will be determined by the SSJ’s Governing Board rather than by the LAUSD employment contract.

**Staff Selection, Seniority, Salary and Benefits**

Potential staff will be interviewed by an ad hoc Staff Selection Committee made up of the Administrative Lead, a Lead Teacher, and other stakeholders including other SSJ staff members teaching similar content, and students and parents when possible. All candidates will be interviewed using SSJ’s standard interview questions and scored on a rubric in order to facilitate the selection discussion. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements and staff will continue to accrue seniority as they would if they were working elsewhere in the LAUSD. When selected, each staff member will receive the salary and benefits established by the LAUSD contract and will be a member of the appropriate UTLA bargaining unit.

**• Describe how the decision-making process will ensure broad staff support for the working conditions determined.**

**Decision-Making Process**

Pilot School governing bodies may make changes to this election-to-work agreement during the school year only by submitting a formal written proposal to be approved by a 2/3 majority vote of the SSJ staff affected by this work agreement. Employees shall work in pilot schools on a voluntary basis and may excess themselves at the end of the school year.

**• Attach a draft of the school’s Elect-to-Work Agreement (EWA).**

The Miguel Contreras School of Social Justice’s Elect-to-Work Agreement can be found in Attachment B.

**4. Professional Development**

Professional development will be held once a week, every Tuesday morning from 8:05am until 9:45am. The PD meeting time has been moved to the morning in order to ensure that all staff are well rested and focused and that PD time is used as effectively as possible. The content of PD meetings will be designed and delivered by committees. These committees will be organized around different focuses, which will change from year to year depending on school needs. At the beginning of each academic year, the first PD meetings will be used to identify areas of concern and school needs in order to establish each committee’s focus and determine which staff members should work on each committee. Each member of the School of Social Justice staff will be required to serve on one committee. The committee focuses will include

(depending on need): instruction; curriculum; Positive Behavior Support; and parent/community involvement. Each committee will meet at least once a week for 30 minutes, immediately after school on Tuesdays. During meetings, committee members will discuss issues related to their focus and will also be responsible, on a rotating basis, for planning upcoming PD meetings. Regardless of which committee plans a particular PD meeting and what the specific focus for that meeting is, the overarching focus of every PD meeting will be on improving classroom instruction and on meeting the learning needs of all students, including special needs and EL students. Below is a description of what some committee focuses will be and what types of topics and activities they will plan for PD meetings.

One committee that will operate every year will be the Instructional Leadership Team (ILT). The ILT's membership will include the principal, the lead teacher, and other selected teachers. This committee's focus will have two main components: classroom instruction and the content of PD meetings. In regards to instruction, the ILT will research (both from teachers at the school site and from academic literature), discuss, share, and model effective instructional strategies with the teaching staff. Specific examples of instructional strategies that the ILT will address include Costa's levels of inquiry, Kagan's strategies for collaborative work and student discourse, and strategies to improve student use and understanding of academic language. During these presentations, teachers will have the opportunity to provide feedback and to brainstorm ways that these strategies could be implemented in their own class, with the goal of creating a set of effective, common instructional strategies that can be used across content areas and grade levels. Specific emphasis will always be placed on instructional strategies that target EL and Special Education students, including SDAIE strategies, and strategies for differentiated and scaffolded instruction. In regards to the content of PD meetings, the ILT will both plan specific meetings and coordinate and guide the planning of the other meetings by the various committees. This coordination and guidance will ensure that PD meetings planned by other committees, regardless of the topic covered, will always have a focus on improving instruction.

Another committee will focus on curriculum. This committee will coordinate and plan PD meetings around the common planning of school curriculum. For example, the curriculum committee will facilitate the planning of service learning projects in grade level teams, providing time and support for teachers in different disciplines to work together to create meaningful, culturally relevant, standards-based interdisciplinary projects culminating in a service activity provided by students to their community. The curriculum committee will also facilitate content area meetings to allow for teachers in the same subject area to work together on creating, aligning, and improving curriculum. This is important work in order to ensure that curriculum in a particular content area is aligned and builds upon students' prior knowledge from year to year. Additionally this will allow teachers within content areas to design assessments that more accurately measure student progress and areas of need to take the place of the current periodic assessments.

The other remaining committees, which will include the Positive Behavior Support team and the Parent/Community committee, will plan additional PD meetings that will be aimed at maintaining and improving a school culture and environment that is conducive to learning and that helps students to be successful.

## **5. School Culture**

The Miguel Contreras School of Social Justice will provide students a challenging, academic, and college preparatory curriculum and learning environment. All parties—students, teachers, administrators, and parents—must commit to high expectations for student learning. The School of Social Justice believes that every student wants to learn, and with this attitude as the norm at our school, we are committed to the idea that every student can graduate high school, attend college, or pursue a passion. Along this path, students have a right to excellent teaching, personalized instruction, and a safe learning environment.

Home cultures, differences between these cultures, and an understanding of other world cultures will be fostered and celebrated.

Studies have shown that supportive and caring teacher-student relationships positively impact student motivation to achieve academically (Mihalas, Morse, Allsopp, & McHatton, 2009). Studies have also shown that supportive teacher-student relationships play an important role in the social-emotional development and behavior of students, which influences the overall classroom learning environment. Therefore, it is imperative that teachers and students develop a culture of care and respect in the classroom. Strategies implemented to cultivate a supportive teacher-student relationship include: incorporating students' lived experiences into the curriculum, creating meaningful and relevant lessons, assigning reflective writing prompts that encourage students to express their views, and encouraging active listening by responding to student's views in class and relating it back to the curriculum.

The students of the School of Social Justice will be given a wide range of opportunities to build an appreciation of diversity. We offer clubs such as the Gay Straight Alliance (GSA), Crime Scene Investigation (CSI), an AB 540 Club, cheerleading, drill team, boys and girls varsity athletics, and provide special needs teams and work programs through Department of Transition (DOTs) and Department of Rehabilitation (DOR)—assisting students with Individualized Education Plans (IEPs) to gain paid job development and career pathways within the community.

The School of Social Justice encourages civic participation through education, such as students knowing their rights, registering to vote, and studying current events and relevant issues. While encouraging our students to be civic participants, they will also learn how to resolve conflicts through mentoring, guidance, outside organizations such as The Circle of Help, and learning de-escalation tactics in advisories through role play.

Every year a freshman orientation will be held for the parents. At orientation new parents will be invited to join other grade level parents who promote academic school culture and college readiness. Throughout the academic school year, a parent meeting will be held on the last Thursday evening of every month. At the first meeting, parents will be asked to list their concerns and priorities for their child's educational needs. In the past, parents have listed safety and health issues, drop-out prevention programs, parents' rights, how to help their children excel in school and boost their children's self-esteem, and how to apply to college, scholarships, and grants.

With the help of a strong parent committee, we will prioritize the parents' concerns for the academic year and identify community businesses and industry partners that may help address these concerns. The community is integrated within the School of Social Justice through programs such as A World Fit for Kids, Students Run LA, DOTs, and DORs.

## **6. School Governance**

As a pilot school the Miguel Contreras School of Social Justice will be able to govern itself effectively ensuring that those closest to the students (parents, teachers, leaders) have sufficient autonomy given at a pilot school to determine the school's operation, budget, hiring, and so on. SSJ sought out the pilot school model and these autonomies so that we can be successful. In addition, the educators of SSJ will be embedded within a network of other pilot schools in the district to provide the necessary support and guidance. SSJ will be located at the present Miguel Contreras Learning Complex. We hope to carry on the Miguel Contreras name and mission connecting with the community and fostering a sense of social justice promoting civil rights and social awareness. SSJ will cooperate and seek out collaboration with other pilot schools, small schools, and small learning communities who share our commitment to common schools and education, primarily in the Belmont Zone of Choice. SSJ will be founded on a

model of distributive leadership and several groups will contribute to the decision making at SSJ (see Attachment E).

### **Governing Council**

The purpose of the Miguel Contreras School of Social Justice Governing Council will be to promote and maintain the mission and vision of the school. Because this innovative approach will result in a decrease in the operational support assigned to us in the larger school model, a necessary function of this council will be to develop and maintain a system of shared responsibilities across all stakeholder groups. The council will oversee school progress, principal evaluation, the budget, school policies, and the election to work agreement. The council will also communicate about school issues, analyze data, and make recommendations for program improvement. The council will consist of six teachers (one lead teacher, one member from each committee), the principal, three parents, and three students. The lead teacher will be elected each year; the other five teachers on the governing council will be elected by their committees. These committee representatives shall rotate among different teachers of the committees so that each member of the committee will have the responsibility of serving on the Governing Council every three to five years, depending on the size of the committee. The parents and students will be elected yearly by their respective constituents. The chairperson of the council will be determined by the Governing Council at the first meeting of the school year. The Governing Council will meet once a month. The first meeting will be determined once all the members are determined. As a Title I school we will establish a School Site Council from the Governing Council as well as its advisory councils, and the English Learners Advisory Council (ELAC) established from the Parent Council. These councils oversee the writing and maintenance of our Single Plan for Student Achievement and the categorical budgets.

### **Hiring Board**

The purpose of the SSJ Hiring Board will be to ensure that faculty and staff that are hired reflect SSJ's mission and vision. The hiring board will consist of at least one representative from the department in need of a member, the principal, and the counselor. The Parent and Student Councils will be consulted during the hiring process.

### **Student Council**

A student council will be created to share ideas and advise the other governance structures at SSJ. An advisor will supervise these meetings. A representative from this group will advise the SSJ governing board. The council will be created through a leadership class at the school. All grade levels will be represented.

### **Student Court**

A student court will be established at SSJ. Essential to the preservation of our values of safety and academic excellence is a commitment to school safety and academic integrity. A court will hear appeals from students who have received discipline referrals for violations of the safety or honor codes. The court will consist of seven student members and at least two faculty advisors.

### **Parent Council**

A parent council will be created to encourage parent involvement, parent leadership, and parent education. This group will hold parent workshops and meetings and advise the SSJ governing board. It will be composed of ten parent members, two faculty members, and two community members. This council would be the basis for the ELAC and CEAC councils.

### **Operations Leadership Team and Instructional Leadership Team**

Both will be composed of from four to eight staff members. They will meet weekly to assist in the daily operation of the school. The OLT will be concerned with practical running of the school while the ILT will concern itself with curriculum and professional development.

## **7. Budget**

The mission of the Miguel Contreras School of Social Justice is to provide a college preparatory curriculum that develops career readiness. Our goal is to do this through rigorous A-G coursework, engaging service learning projects and caring, personalized relationships between faculty, students and parents. We will align our budget to meet the goals of our mission and vision. Our funding priorities are classroom personnel, instructional materials for our dual period math and English classes, and professional development.

Our main priority will be to reduce class size to the greatest extent possible, especially in our 9<sup>th</sup> and 10<sup>th</sup> grade classrooms. Lower class sizes will allow for greater personalization and one-on-one interactions between teacher and student. Our small learning community currently has 16 general education teachers, 1 CTE teacher, 1.5 Special Day Program teachers and 1 Resource Program specialist. If funding permits, we hope to purchase one more general education teacher with a dual credential in social studies and English. Our social studies classes are, by far, the largest and we would like to add two or three more sections in the subject area.

Instructional materials for our dual period English and math classes are also a priority for us. During the semester prior to our opening as a pilot school, math and English teachers will research, select and be trained on curriculum and materials needed for the success of the new 9<sup>th</sup> grade math and English courses.

Professional development will be the key to the success of our school. In our new pilot school model, teachers will need to collaborate much more often, both in grade level teams for service learning projects and in content area teams for vertical planning. If funding allows, teachers will be paid to work in the summer months, after the school year ends and before the next school year begins to plan in these groups.

Although we do not currently have any grants or ongoing outside funding sources, we have worked with many local community based organizations and outside agencies in the past such as UCLA Center for Labor Research and Education, The Miguel Contreras Foundation, Agile Mind, and a variety of environmental preservation groups that have supported us with resources and expertise that have benefited our school. We will continue to work with these and other local organizations as well as actively seek funding from both private and public agencies to help augment our instructional program.

## **8. Family and Community Engagement**

The student body here at the School of Social Justice is predominately Latino (96%) from Mexico and Central America, most of which live in a low socio-economic class with a high population of newly arrived immigrants. Our teaching and administrative staff has extensive experience—an average of 12 or more years—working with this particular demographic. More than half of our staff speaks Spanish, and many of the others speak languages such as Tagalog, Mayan, Shona, and French. Each teacher has a CLAD or a BCLAD, demonstrating an understanding of cultural relevance in the classroom. Furthermore, translators are always provided at school meetings, events, and activities.

Some of the barriers that have hindered participation and meaningful parent engagement in the past have been work schedule, language barrier, younger sibling daycare, and a lack of information or parental knowledge. The School of Social Justice has sought to overcome these barriers by providing parents with a bilingual teaching staff, as well as evening, dual-language PTA meetings and parent conferences. Newsletters, report cards, and all other communications are sent home in both English and Spanish. We also offer daycare during meetings and phone calls home are made by the parent committee and an automated system with important school information.

At the beginning of each new school year there is an evening parent orientation for each grade level. At this meeting new parents are invited to get involved in their child's educational process and to make sure that their children graduate on time ready for college. Teachers meet parents in grade level teams. Each teacher introduces the school expectations for that grade level and gives strategies on how to monitor their student's progress, grades, and attendance. Teachers of sophomores stress the importance of the California High School Exit Exam. Teachers of juniors talk about helping kids prepare and study for the SAT. Senior teachers ask parents to help meet deadlines for college applications. During the course of the academic year, parents will be trained how to read transcripts so that they will know if their children are on track to graduate and fulfilling the A-G requirements.

Parent sign-in sheets are provided at all parent conferences, meetings, and other school functions in order to measure parent participation. Parents have been attending workshops held by the parent center twice a month, and each workshop has shown an increase in parent participation. Every month the Parent Committee makes phone calls home to ensure high attendance for school events.

In an effort to incorporate community organizations into the school plan, teachers will create lesson plans integrating relevant community work. For instance, students will have an opportunity to volunteer for non-profit organizations such as the Good Shepherd, Friends of the Los Angeles River, and the Los Angeles Department of Parks and Recreation Center as part of their Senior Project. In doing so, students will be informed about the issues concerning their community and empower themselves by becoming active members in their community.

Furthermore, the Miguel Contreras School of Social Justice will provide students additional college preparatory and career support by partnering with the Heart of Los Angeles (HOLA) and the UCLA Labor Center. With partnerships at the Los Angeles Chamber of Commerce and Los Angeles City Council, students will also have the opportunity to explore different careers by interviewing and shadowing working professionals in fields such as law, design, medicine, business, fashion, and engineering.

## **F. SCHOOL PLANNING TEAM**

### **1. Who are the members of your planning team?**

- Describe briefly how the Design Team came together to develop this proposal.**

We in the Miguel Contreras School of Social Justice came to a consensus in choosing to become a pilot school for the 2013-2014 school year. Once that decision was made, the entire faculty set to work on drafting this pilot proposal. Many of these ideas and portions of our mission/vision are concepts that we have been developing and discussing as a Small Learning Community. This was an easy transition to make since we have been working in this collaborative model since the formation of the Social Justice SLC six years ago.

- Who is the leader of the Design Team? How was this person identified?**

As explained in the previous section, we are working as a cooperative entity in the writing process of this pilot school proposal. Therefore, there was no individual leader in this process. At the end of the process, the four dedicated faculty members selected to do the final revision would be the closest to Design Team leaders in the writing process. However, at each stage in the process the whole group provided input through consensus based review.

- **Who are the members of the Design Team? Describe each member’s experience and qualifications. What process was in place to identify or select members of the Design Team?**

**Contreras School of Social Justice Planning Team**

<b>Name</b>	<b>Years Teaching</b>	<b>Subject/ Credential</b>
Kelly Robertson	4 years in LAUSD 24 years prior to LAUSD	Multisubject: Special Education emphasis
Lucia Campos	6 years	Single Subject: World Language/ Spanish
Neil Barembaum	28 years	Single Subject: Mathematics/ Computer Concepts and Applications
Todd Richter	6 years	Single Subject: Biology
Christopher Haddy	6 years	PPS Credential
Charles Brenneman	20 years	Single Subject: English
Tamuka Hwami	3 years	Single Subject: Physics/ Mathematics
Christopher Grounds	6 years	Single Subject: Mathematics
Juanatano Cano	10 years	Single Subject: Mathematics
John Duff	16 years	Single Subject: Health Science & Art Appreciation
Julian De La O	9 years	Single Subject: Social Studies
Alexandros Bantis	14 years	Single Subject:
James Gentry	18 years	Single Subject: English
Edward Rose	11 years	English 9-12. Honors / AP.
Thomas Chastain	13 years	Single Subject: World Language/ Spanish
Jennie Orozco	7 years	Single Subject: Physical Education
Christine Gayle Corpus	7 years	Single Subject: Social Studies
Mark Middlebrook	12 years	Graphic Design & Digital Imaging
George Jimenez	7 years	Single Subject: English
Francisco M. Narvaez	24 years	Single Subject: Chemistry, Physics
Nova Meza	8 years in classroom 7 years in administration	M.Ed. in Administrative, Policy Studies in Education, Administrative Services Credential.

- **Describe the planning process utilized to develop the proposal.**

We first divided into committees to draft the different sections of the proposal. Once the sections were complete, we reviewed and revised the document as a whole group. Again, group decisions were made on a consensus basis. Once the whole document was reviewed and suggestions for change/revision were made, a dedicated group of four members met to revise and edit the document for a review with a panel of experts from the Local Options Oversight Committee (LOOC). Finally, two dedicated faculty members were given the task of making final revisions of the document.

**2. How were parents and the community engaged in the development of the plan?**

- **In this section, explain how you engaged parents and community members in the writing and development of the Pilot School Proposal. Describe how they were selected to participate and what roles they took on.**

Parents were involved both in the planning process and on an informational basis. We in Social Justice take pride in the level of parent engagement we have reached. During regularly monthly meetings parents were informed of the selection and planning process through updates given by faculty and the Parent Co-Lead teacher. We also met regularly with Larry Tash, who works for the community agency UNITE LA.

Once the first draft was completed, parent representatives were involved in the review process at regularly scheduled monthly parent meetings and parents were also invited to attend the weekly faculty meetings to participate in the discussion. These parents were self-selected based upon those who attend regular meetings.

## **G. IMPLEMENTATION**

The design team members of the Miguel Contreras School of Social Justice will begin the implementation phase of the pilot school beginning January 2013. We fully anticipate that the foundation for a successful opening will be completed before August 2013 but we also understand that full implementation of our plan will take us well into our third or even fourth year. The following tasks will be priorities for us as we plan during the spring semester. At the end of each year, we will analyze data to determine if benchmarks have been met, determine best practices, and adapt to current trends. The SSJ is not a start-up school and we are fortunate to be able to continue many of the procedural and operational structures already in place.

### **Enrollment and Recruitment (Complete by April 30, 2012)**

We will continue to work with the Zones of Choice Office (ZOC) to recruit and enroll students. The first recruitment fair took place on Saturday, December 1 at Virgil Middle School. We are currently working with the ZOC to schedule a Saturday open house sometime in January or February. In March, the feeder middle schools will have students fill out a Belmont Zone of Choice (BZOC) online application; the ZOC will then place students in schools based on student choice and availability.

### **Curriculum, Instruction and Assessment (January 2013 – ongoing)**

The dual English and math classes in the 9<sup>th</sup> grade will be major changes for us. Research on curriculum and assessment creation as well as selection of resources and materials for these courses will be a priority for us. We anticipate that we will need two English teachers and two math teachers to take on this endeavor. These teachers will be given time and support to create these courses before the end of the 2012 school year. Service learning projects and PBL lessons will be created in grade level teams. Each team will be expected to create at least one cross-curricular service learning project by August 2012. By the end of our first year, teams will have created at least one more. In subsequent years, the goal would be four projects per year, two per semester. In our current structure, content area teachers have had little time to collaborate and plan for vertical integration of standards and we are aware that this needs to change. As we prepare for implementation of Common Core state standards, content area teams will meet at least once a month.

In our first year, the science teachers plan to create benchmark assessments and move away from the district's periodic assessments. This means that these teachers will meet in content area meetings to develop new assessments. Math, English, and social studies plan to create assessments in our second and third years.

### **Full Inclusion of Special Day Class Students (January 2013 – ongoing)**

In order to begin the process of full inclusion, our special education teachers will research strategies and prepare professional development for our general education teachers. We have contacted two pilot schools, New Open World at the Robert F. Kennedy Complex and Academic Leadership Community at

MCLC, and both schools have agreed to share best practices and allow us to observe classrooms. Our current learning center is a small office and with the closing of a special day classroom, we will be able to convert that into a learning center which we hope to staff with either a special or general education teacher as scheduling allows.

### **Formation of Governing Council and Committees (February 2013)**

The work of the Governing Council and five committees will shape our pilot plan implementation. We will elect members of the Governing Council by the beginning of February 2013. The Governing Council will meet at least once a month until June 2013.

The assigning of faculty members to the committees will take place by the beginning of February 2013. Each committee will have regular meetings (at least twice a month). This time will be used to determine which areas will receive specific focus for the 2013-2014 school year. From February to June the committees will gather baseline data relating to their focus. Each committee will plan and develop a timeline and activities, as well as set benchmark goals for the first school year as a pilot.

### **Staff Selection (Completed by April 30, 2013)**

We are currently fully staffed except for one position; our Resource Specialist was recently promoted to program specialist. We anticipate filling this position by the end of January. As we work with our fiscal specialist to create a viable budget, if there is any possibility of hiring a social studies/English position (dual-credentialed), our staff selection committee will do so by the end of April. The principal position will be posted in March 2013 and selection will be made by April 30.

### **Parent and Community Engagement (January 2013 – ongoing)**

One of our co-lead teachers has worked with a group of parent leaders who currently plan and facilitate monthly parent meetings. By the end May 2013, our Parent Council will schedule and plan ten meetings (one per month) that will be more student- and family-centered. Our current PLBAO parent meetings, Open House, and Back to School nights have been met with only limited success. On the School Experience Survey a majority of parents said they did not feel comfortable talking to teachers about their student's work. Our priority will be to address this need and make the parents more active members in the school community.

### **Master Schedule (Completed by April 30, 2013)**

With the addition of the dual math and English classes, we will need to begin to work on the master schedule earlier this year because the addition of these courses will impact our course offerings. This will require staff input with several revisions in order to ensure student needs are best met.

## **H. REQUIRED ATTACHMENTS**

# ATTACHMENT A

## LETTER OF INTENT / INFORMATION SHEET

<b>School Site Name:</b>	School of Social Justice SLC at the Miguel Contreras Learning Complex
<b>Proposed School Name (<i>if planning to change current school name</i>):</b>	Miguel Contreras School of Social Justice
<b>Conversion or New Pilot School:</b>	Conversion
<b>School Address:</b>	322 S. Lucas Ave., Los Angeles, CA 90017
<b>Primary Contact Name:</b>	Nova Meza
<b>Primary Contact Phone No:</b>	213.240.3895 or 323.533.3080
<b>Primary Contact E-mail Add:</b>	nmeza@lausd.net
<b>Proposed Grade Level Configuration for 2013 – 2014:</b>	9-12
<b>Proposed Thematic Units or Areas of Focus (<i>if applicable</i>):</b>	Social Justice

# ATTACHMENT B

Miguel Contreras



School of Social Justice

## Election to Work Agreement 2013-2014

*The following agreement has been crafted using the guidelines set up cooperatively by the LAUSD, UTLA, and AALA for the LAUSD Pilot Schools Network and has been approved by the School of Social Justice (SSJ) design team. It was envisioned to fulfill the core vision, mission, and goals of SSJ.*

I, \_\_\_\_\_, am voluntarily electing to work at the *Miguel Contreras School of Social Justice* Pilot School. By signing this Election Agreement, I indicate that I understand and accept the vision of the *Miguel Contreras School of Social Justice (SSJ)* and the following terms and conditions of my employment.

### **The Miguel Contreras School of Social Justice Mission**

The mission of SSJ is to provide a college preparatory curriculum that develops career readiness. Through an intensive study of diverse perspectives, this curriculum will explore issues of human rights and social concerns, and stimulate intellectual curiosity. Graduates of SSJ will continue to educate, motivate, organize, and mobilize as lifelong advocates of dynamic social progress.

The Miguel Contreras School of Social Justice (SSJ) believes that a healthy intersection of rigorous academics, leadership opportunities, and a nurturing community will empower our students to reach their academic and professional potential. Thus, we declare our mission and purpose to be:

- Providing a rigorous, college preparatory curriculum and encouraging lifelong learning
- Developing students' career readiness
- Fostering a community that explores human rights issues, social concerns, and stimulates intellectual curiosity

We measure our success by the lives of our students, their families, our community partners, and our alumni. If our students are able to continue their education after high school, pursue careers as to their strengths and desires, continue to work towards human rights and community causes, and experience general satisfaction in life, then the SSJ has fulfilled this mission.

### **Overview of LAUSD Contract Language for Pilot Schools**

Administrators, teachers, guidance counselors, substitutes, and all other employees at Pilot Schools who fall under the jurisdiction of the UTLA or AALA and their respective contracts will be members of the appropriate UTLA or AALA bargaining unit. These employees shall accrue seniority and tenure in the system and shall receive, at a minimum, the salary and benefits established in the UTLA or AALA contract.

UTLA and AALA employees in Pilot Schools will be required to perform and work in accordance with the terms of the individual Pilot School proposal and annual election-to-work agreement. Pilot School governing bodies may make changes to this election-to-work agreement during the school year only by submitting a formal written proposal to be approved by a 2/3-majority vote of the SSJ staff affected by this work agreement.

Employees shall work in Pilot Schools on a voluntary basis and may exceed themselves at the end of the school year. LAUSD employees who will not return to the pilot school, either for personal reasons or because the SJ vision is not in agreement with their personal teaching philosophies or practices, shall be ensured the right to transfer to another LAUSD site in accordance with their contract. No UTLA or AALA member may be laid off by LAUSD as a result of the existence of pilot schools.

The Los Angeles Unified School District retains the right to close a pilot school at any time if malfeasance, fiscal irregularities, or violation of the District's nepotism policy is proven to have taken place.

For further information concerning the Pilot Schools agreement between LAUSD and UTLA see Appendix A: Memorandum of Understanding Between Los Angeles Unified School District and United Teachers Los Angeles.

### **School of Social Justice Work Conditions**

The School of Social Justice will abide by the agreements lined out by the LAUSD, UTLA, and AALA. While not exhaustive, this election states the important terms and conditions of employment at SSJ.

### **Staff Selection, Seniority, Salary and Benefits**

Potential staff will be interviewed by an ad hoc hiring committee made up of the Principal, a Lead Teacher, and other stakeholders including SSJ staff members teaching similar content, and students and parents when possible. All candidates will be interviewed using SSJ's standard interview questions and scored on a rubric in order to facilitate the hiring discussion. The SSJ Principal and Lead Teacher(s) may select staff without regard to seniority or membership in the LAUSD and formulate job descriptions for the SJ staff. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements and staff will continue to accrue seniority as they would if they were working elsewhere in the LAUSD. When hired, each staff member will receive the salary and benefits established by the LAUSD contract and will be a member of the appropriate UTLA bargaining unit.

### **School of Social Justice Calendar**

A teacher work year calendar, including length of the work year, length of the work day, professional development time, conferences and holidays, shall be generated by the Leadership Team and the Governing Council and shall be given to affected staff no later than February 15th of the previous school year. The calendar and the Elect to Work agreement shall be approved and signed by SSJ staff by April 15<sup>th</sup> of the previous school year. School of Social Justice staff, by a 2/3-majority vote may override the proposed changes to the election-to-work agreement, sending it back to the School Leadership Team (SLT) and Governing Council for revision. If a calendar has not been approved by February 15th, the previous year's calendar will remain in place. If, after the start of the school year, the SLT or Governing Council wishes to alter the teacher work year schedule, the change must be approved by a 2/3-majority vote of the affected SSJ bargaining unit staff.

The *Miguel Contreras School of Social Justice* will follow the LAUSD traditional year calendar with the following additions and changes:

- All staff will participate in three assigned professional development days prior to the opening of the school year (upon funding availability), the third of which will be for an instructional collaboration and for the purpose of classroom preparation. Teachers new to SJ shall participate in two additional professional development days prior to the opening of the school year.
- All staff will participate in a professional development once a week (TBD) pending calendar approval.
- Participate in weekly 30-minute committee meetings on Tuesdays.

### **School of Social Justice Workday**

The SSJ staff workday shall begin at a minimum of 10 minutes prior to the beginning of the first class period each day and end at a minimum of 10 minutes after the close of the final period of the school day.

Each faculty member shall have ample self-directed staff time (conference period) for one class period four days a week. If it is determined to be mutually beneficial to staff and student schedules, teachers may work an auxiliary period and shall receive their regular tenthsly salary as compensation (based upon funding availability). Resource Specialists will receive additional self-directed time (conference period) or monetary compensation based on individual caseloads, upon funding availability.

### **Additional Commitments**

In addition to the regular yearly calendar and workday obligations, SSJ staff agrees to support the SSJ vision and operations by making the following additional time and instructional commitments when reasonably possible and fiscal availability:

- The option to create (with Leadership team approval) or participate in a SSJ committee.
- Attendance at IEP meetings as needed.
- Attendance at meetings for special school groups or programs such as Student Council (Student Leadership), Special Education Staff, ELL Staff, Advanced Placement instructors, or college preparation.
- Each faculty member will have office hours of a minimum of one hour per week, and will adhere to the agreed upon schedule (before school, during lunch, or after school).
- Assistance in administrative coverage as needed to ensure the safety and well-being of students and the operational requirements of the school.
- Coverage or substitute teaching duties should not interfere with a staff member's allotted weekly planning periods unless the staff member agrees and is compensated with their hourly salary rate.
- Attendance at a minimum of one (1) SSJ recruitment, orientation, or family event annually.
- Attendance at parent meetings/conferences shall be a minimum of five (5) per year, as specified by the parent committee.
- Participation in the WASC and DVR processes during PD.
- Implementation of agreed upon common academic policies, including the curriculum development, interdisciplinary content meetings, testing, college preparation assistance, and student career readiness.
- All staff will check, send, and respond to emails on their lausd.net account daily.
- All staff will generate and/or revise course curriculum for all classes they teach annually, or upon change in class schedules.
- All staff agrees to be observed by colleagues with advanced notice.

### **Policies and Procedures**

Please refer to the SJ Handbook distributed at the beginning of each school year for a description of specific school policies and procedures.

### **Performance Evaluations**

The SSJ Pilot School will establish the Instructional Leadership Team (ILT) and Governing Council, which will approve staff evaluation rubrics based on those established by the LAUSD. Administration will take into consideration teacher portfolios when evaluating staff; portfolios will include map; syllabus; student academic progress; and self-evaluation. The Governing Council shall also document the support services and mentoring offered to individual staff members. Copies of evaluations will be submitted to the staff member and filed with the LAUSD and the SSJ employee personnel files.

All SSJ staff will complete a yearly evaluation of the school community. Evaluations will be compiled along with evaluations completed by students, parents, and community representatives in our SSJ Annual Report. Individual staff evaluations will be kept on file in the SSJ office.

### **Policies and Procedures Regarding the Issuance/Non-Issuance of the EWA**

All teachers will be issued an EWA by April 1st for the following school year, unless there are concerns about their fulfillment of SSJ's Vision, Teacher Job Description, or extra responsibilities as spelled out by the EWA currently in effect. The principal and lead teacher(s) will make good faith efforts to notify and advise teachers prior to the above date anytime they have concerns about teachers' fulfillment of the EWA requirements. If, despite early interventions, there is continued doubt as to whether a teacher will receive a contract (new or renewal), the following procedures will be followed:

- By February 1<sup>st</sup> the teacher will receive written notification from the principal stating that receipt of an EWA the following spring is under review. At this point, the issuance of the EWA will be contingent upon the teacher making significant measurable progress in terms of fulfilling the above obligations.
- The teacher and principal will meet to develop mutually agreed upon goals for improving teacher performance. At this meeting:
  - A schedule will be established that will provide time for the teacher to reach the performance goals developed in this meeting. This will be put into writing and signed by both the principal and teacher.
  - SSJ will provide a mentor to the teacher whose task will be to assist the teacher in meeting these goals. All teacher-mentor communications will be confidential.
  - Teachers may have a UTLA representative or other supportive individual not currently on the Leadership Team present if they desire.
- During the month of February, the Principal will conduct at least one formal evaluation (in-class or in a meeting) in which to review specific evidence of measurable progress toward the goals outlined in the initial meeting and on SSJ evaluation rubrics.
- If the teacher has demonstrated significant measurable improvement in the areas of concern articulated at the initial meeting, the teacher will receive an EWA by April 1<sup>st</sup>, or whenever they are distributed to all teachers. However, if there has not been satisfactory improvement (as determined by the Principal, Lead Teacher(s), and a 2/3-majority vote of the Leadership Team), the teacher will not receive an EWA at that time. The principal, lead teacher(s) and a majority of the Leadership Team will decide whether to grant the teacher an opportunity to receive an EWA at a later time.
- If a teacher has compelling reasons for departing from standard SSJ practices outlined in the EWA, the teacher should discuss these reasons with the principal, lead teacher(s), and leadership team. Every effort will be made to accommodate teacher needs with the expectations outlined in the EWA.
- If at any time in this process there is a dispute that requires mediation, refer to the “Dispute Resolution Processes” described in this EWA.

The above procedure is designed to offer teachers time and support to improve their performance with the ultimate goal of having them receive an EWA. The principal, lead teacher(s), and Leadership Team members are bound to maintain teacher confidentiality. Teachers under review may or may not disclose information regarding their status.

## **Dispute Resolution Processes**

The SSJ Governing Council has approved the following Internal Appeals Process (IAP) in accordance with the Pilot School Memorandum of Understanding between the Los Angeles Unified School District and the United Teachers of Los Angeles. This IAP may be utilized by unit members of the SSJ Pilot School to allege a violation or misapplication of the terms and conditions governing the Pilot school. If a dispute cannot be resolved after a reasonable amount of effort, then the following procedure should be followed:

1. Informal meeting between the grievant and school leader: Within five days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader (administrator or lead teacher) to discuss the matter and attempt in good faith to resolve it. That meeting will be conducted within five days of the request.
2. Second meeting with chapter chair included: If the dispute has not been resolved within five days of the above-described informal meeting, the employee shall have an additional five days in which to request a second meeting, this one to include the persons from the informal meeting and also the school's UTLA chapter chair. This meeting may also include a designee of the school leader. The purpose of this meeting is for the school leader and the chapter chair to attempt in good faith to resolve the dispute. This meeting shall be conducted within five days of the request. If the matter is not resolved within five days of the second meeting, then this step is deemed complete. Provided, however, that the chapter chair may be personally affected by the outcome, and there is no designated co-chair, the matter shall automatically proceed to the next step.
3. Third meeting with the Governing Council: If the dispute has not been resolved within five days of the above described second meeting, the employee shall have an additional five days in which to request a meeting with the SSJ Governing Council. This meeting shall be conducted within five days of the request. If the dispute has not been resolved within five days of this meeting, the employee may submit the claim to the Alternate Claim panel set forth below.
4. Submission to Alternate Claim Panel: If the aggrieved employee and the chapter chair wish to pursue the matter further, the chapter chair shall have five days to submit the claim to the school leader, with copies to the Office of Staff Relations and to UTLA's Director of Staff Services. This filing shall cause the dispute to be referred to a two-member Joint Panel (See section 5 below) for final resolution. The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties' contentions and then shall use their best mutual efforts to reach agreement on the appropriate, final decision. It is anticipated that they will be able to do so. However, in the event that they are deadlocked, Staff Relations and UTLA shall designate one of the panel members as the designated decision maker (and the other as advisory), based on the principle of alternating between the district designee and the UTLA designee for succeeding deadlocked panels on a district-wide basis. (The members of the particular Joint Panel shall not be advised as to which is so designated until such time as it becomes necessary to make the designation). Joint Panel decisions are final and binding, but shall be applicable solely to the specific dispute and shall not be precedent setting.
5. Joint Panels: The district and UTLA shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall be made each March for the ensuing school year. The total number of such appointees shall be determined by the District and UTLA each year based on anticipated need but shall not be fewer than eight (four each). The District and UTLA shall each make every reasonable, good faith effort to select their designees on the basis of perceived school experience, reputation for fairness, and judicious character. Such appointees shall then be divided into two-member teams to serve together on an ongoing basis as a joint panel.

## **Equity Issues**

The District prohibits discrimination and harassment based on an individual's actual or perceived age, ancestry, color, disability (mental or physical), ethnic group identification, gender (including gender identity), marital status, national origin, race, religion (including religious accommodation), sex (actual or perceived, including pregnancy, childbirth, or related medical condition), sexual orientation, on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. If a staff member has concerns related to equity issues at the school, that staff member should follow the dispute resolution process or report concerns to the appropriate UTLA or LAUSD offices.

## **Excise of Staff**

All of our policies are aimed at transparency, communication, retaining quality personnel, and maintaining a strong, healthy academic community.

Any staff member who elects not to return to their duties at the Miguel Contreras School of Social Justice shall do so, in writing, by March 15<sup>th</sup>. If the staff member decides to return, after an initial separation, or a decision not to sign the EWA, he or she must reapply for their position. Similarly, the SSJ Administration must excess staff by March 15<sup>th</sup> of a given school year.

*In the event that we experience excessive budget cuts, we may regretfully have to rescind all or part of this agreement. Every effort will be made to retain staff but if excise is necessary notice will be given at the earliest possible time.*

## **Miguel Contreras School of Social Justice Teacher Job Description**

*“The mission of the Miguel Contreras School of Social Justice is to provide a college preparatory curriculum that develops career readiness. Through an intensive study of diverse perspectives, this curriculum will explore issues of human rights and social concerns, and stimulate intellectual curiosity. Graduates of the Miguel Contreras School of Social Justice will continue to educate, motivate, organize and mobilize as lifelong advocates of dynamic social progress.”*

-from the SSJ Mission Statement

In addition to the job description and requirements set forth by UTLA and the State of California, candidates accepted into SSJ as educators agree to the following requirements in accordance with *Miguel Contreras School of Social Justice*:

- Participate in weekly professional development meetings, and develop content-area curriculum
- Collaborate with SSJ faculty to construct effective interdisciplinary curriculum
- Utilize measureable goals, instructional objectives to develop curriculum and content area assessments.
- Quantify student achievement through the use of multiple assessments including project-based and authentic assessments.
- Collaborate with RSP/Integration Specialists (Special Education staff) and paraeducators to ensure the academic success of all students.
- Support construction of student grade level PBL's and Service Learning projects
- Continually monitor student achievement and tailor instruction accordingly
- Integrate technology in the classroom and encourage students to utilize technology when appropriate
- Differentiate instruction for students with varying learning styles and needs
- Commit to working within a community which has adopted a holistic discipline policy which, while striving for consistency takes into account the discipline needs of individual students

- Commit to fully participate in all SSJ and professional development opportunities
- Keep current with advancements in content area and integrate said developments into curriculum
- Collaborate with students, parents, staff, and administrators to create a positive educational community to enhance the academic growth of all students.
- Facilitate curriculum development to prepare students for college and career placement
- Participate in curricular development and interdisciplinary planning
- Provide appropriate mentoring and counseling for students
- Be proactive and assist in creating and maintaining programs, activities and values that advance the SSJ vision
- Join an SSJ committee related to your subject area or interest when possible
- Maintain active, regular participation in SSJ student activities
- Participate and co-facilitate evening parent meetings/conferences
- Participate in student recruitment fairs, IEP meetings and other SSJ stakeholder meetings
- Collect and analyze data with stakeholders to support the community vision and goals

### **Staff Structures to Support the Diversity of SSJ learners**

The inclusive structure of SSJ will ensure that each of our students has equal access to the core curriculum and leadership and community opportunities. All staff must agree to envision all students as “our students.” There will be no divisions based on perceived or identified disabilities or language needs. Integration Specialists (RSP/SDP) and paraeducators, trained to provide the necessary accommodations and modifications for identified students, will serve all students who require support in order to succeed in a rigorous curriculum, while ensuring that those students identified with specific learning needs receive the support services identified in their Individualized Education Plans and/or 504 plans. Content area teachers will co-plan and teach with Integration Specialists and as a result will also provide the accommodations and modifications necessary to ensure student mastery of content standards. We will abide by California state mandates concerning English Language Learners while ensuring that EL students have full access to the SSJ interdisciplinary curriculum.

By signing this document, I acknowledge that I have read all provisions of this election agreement and that I agree to all of its terms.

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Summer Contact Information: \_\_\_\_\_

\_\_\_\_\_

Accepted on behalf of the Contreras School of Social Justice

By: \_\_\_\_\_

(Principal)

Please submit completed signature page to the SSJ office by April 15th

# ATTACHMENT C

## STUDENT DATA

### Student Enrollment

	Total Students	Amer.Ind.	Asian	Af. Amer.	Filipino	Latino	Pac. Island.	White
2012	940	0.20%	1.40%	1.60%	1.00%	95.10%	0.10%	1.30%
2010	963	0.15%	2.90%	1.60%	0.00%	94.70%	0.40%	0.20%
2008	930	0.22%	1.51%	1.51%	2.37%	93.87%	0.43%	0.11%
2006	1210	0.17%	2.56%	1.65%		91.65%	0.08%	0.66%

Figure 1

### CST Results

#### ELA

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
9 <sup>th</sup>	18%	44%	22%	40%	32%	38%	35%	34%
10 <sup>th</sup>	18%	46%	19%	47%	33%	28%	40%	31%
11 <sup>th</sup>	19%	53%	16%	57%	22%	44%	35%	33%

Figure 2a

#### World History

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
10 <sup>th</sup>	17%	48%	29%	44%	41%	22%	27%	36%

Figure 2b

#### US History

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
11 <sup>th</sup>	22%	47%	23%	48%	28%	33%	37%	28%

Figure 2c

#### Algebra I

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
9 <sup>th</sup>	6%	73%	7%	63%	9%	70%	14%	66%

Figure 3a

Geometry

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
9 <sup>th</sup>	4%	86%	15%	58%	16%	54%	24%	44%
10 <sup>th</sup>	1%	91%	0%	97%	0%	91%	4%	74%

Figure 3b

Algebra II

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
11 <sup>th</sup>	0%	96%	2%	95%	0%	96%	4%	81%

Figure 3c

Biology

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
9 <sup>th</sup>	4%	63%	14%	44%	28%	41%	26%	27%

Figure 3d

Chemistry

	2007		2009		2011		2012	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
10 <sup>th</sup>	3%	81%	2%	85%	5%	60%	4%	64%
11 <sup>th</sup>	3%	75%	6%	80%	19%	55%	0%	93%

Figure 3e

**CAHSEE First Time Pass Rate**

	2007	2008	2010	2012
ELA	67.40%	67.10%	72.10%	76.30%
Math	54.70%	56.50%	74.30%	77.50%

Figure 4

**Graduation Rate**

	2008	2010	2012
	56.2%	64.9%	66.0%

Figure 5

**Student Survey Results**

High Expectations/Standards (10 pt scale)

Eng	Math	Science	Health	History	PE	Elective	Spanish
8.37	7.29	7.95	8.44	9.11	8.55	7.79	7.90

Figure 6

**English Proficiency**

	Initially Fluent	Reclassified Fluent	Limited English Proficient
2012	55	575	251
2010	24	437	220
2008	29	513	291
2006	56	633	405

Figure 7





**19. I think that the teachers and administrators enforce school rules in a fair manner.**

*Strongly Disagree*

*Neutral*

*Strongly Agree*

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

# ATTACHMENT E

## SCHOOL COMMITTEE MEMBERSHIP

Group	Parent Members	Staff Members	Student Members	Community Members	Minimum Size	Meeting Frequency
Governing Council	3 Parents	At least 6 Staff ( 4 of 5 Teachers committee reps, lead teacher Counselor, and Principal)	3 Students	1 Members	12	As needed.
School Site Council	3 Parents	6 Staff Member (Ideally, 4 Teachers, Principal, and Clerical staff member)	3 Students	N/A	12	At least Monthly
Staff Selection Committee	Parent Council Involvement	Principal, counselor and 2 teachers (at least one from the hiring department and lead teacher)	Student Council Involvement	1 (optional)	4	As needed
Student Council (Leadership)	NA	1 advisor	40	NA	20	Daily
Student Court (discipline)	NA	Two faculty advisors	7	NA	6 + one advisor	As needed
Parent Council	10	At least two (Principal and / or designee)	2	Possible	6	Monthly
Positive Behavior Support / School Culture Committee	Possible	Teachers	NA	Possible	At least 3	Weekly
Instructional Leadership Team	Possible	Teachers	NA	Possible	At least 3	Weekly
Curriculum and Instruction Committee	Possible	Teachers	NA	Possible	At least 3	Weekly
Parent and School, Community Committee	Possible	Teachers	NA	Possible	At least 3	Weekly
Operations Committee	NA	Teachers	NA	Possible	At least 3	Weekly

# ATTACHMENT F

## STAFF VOTING RESULTS

School of Social Justice  
Vote to Approve  
Pilot School Proposal  
December 10, 2012

Employee Number	Design Team Member	Position	Yes	No	Signature
723434	Bantis, Alexandros	Teacher	✓		<i>Alex Bantis</i>
548342	Barembaum, Neil	Teacher	✓		<i>Neil Barembaum</i>
649647	Brenneman, Charles	Teacher	✓		<i>Charles Brenneman</i>
804651	Campos, Lucia	Teacher	✓		<i>Lucia Campos</i>
638809	Cano, Juanatano	Teacher	✓		<i>Juanatano Cano</i>
715846	Chastain, Thomas	Coordinator	✓		<i>Thomas Chastain</i>
804288	Corpus, Christine	Teacher	✓		<i>Christine Corpus</i>
745040	De la O, Julian	Teacher	✓		<i>Julian De la O</i>
696212	Duff, John	Teacher	✓		<i>John Duff</i>
660631	Gentry, James	Teacher	✓		<i>James Gentry</i>
927384	Grounds, Christopher	Teacher	✓		<i>Christopher Grounds</i>
927118	Haddy, Christopher	Counselor	✓		<i>Christopher Haddy</i>
1020300	Hwami, Tamuka	Teacher	✓		<i>Tamuka Hwami</i>
804542	Jimenez, George	Teacher	✓		<i>George Jimenez</i>
653655	Meza, Nova	Principal	✓		<i>Nova Meza</i>
737487	Middlebrook, Mark	Teacher	✓		<i>Mark Middlebrook</i>
804047	Narvaez, Francisco	Teacher	✓		<i>Francisco Narvaez</i>
804289	Orozco, Jennie	Teacher	✓		<i>Jennie Orozco</i>
809084	Richter, Todd	Teacher	✓		<i>Todd Richter</i>
1004023	Robertson, Kelly	Teacher	✓		<i>Kelly Robertson</i>
742275	Rose, Edward	Teacher	✓		<i>Edward Rose</i>

# ATTACHMENT G

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