



FINAL LETTER OF INTENT

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

APPLICANT TEAM INFORMATION				
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):</i>				
Teacher Leaders for Social Responsibility				
Address: 9309 Parrot Ave. Downey CA, 90240			Phone Number: (562) 927-1008	
Website <i>(if applicable)</i> N/A			Email Address: aac3975@lausd.net	
School site for which your team is submitting a Letter of Intent:			SRES #9 – The School of Social Justice and Service-Learning	
Grade configuration of your school:			K-5	
School model for which you are applying:			<input type="checkbox"/> Traditional <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter	
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?			1. No 2. N/A 3. N/A	
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates			1. Align w/Single Track Early Start Calendar 2. Align w/Single Track Early Start Calendar 3. Align w/Single Track Early Start Calendar	
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Alda Bernice Merino-Caan		(562) 922-0582	aac3975@lausd.net	Gage MS / Title III Access to Core Coach
2. Yolanda Delgado		(909) 239-6042	yxd3604@lausd.net	Woodlawn Ave. ES / Teacher
3. Hilda Mehra-Montoya		(626) 244-5648	hsm0223@lausd.net	Woodlawn / Teacher



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

(Please add lines and pages as necessary)



PSC 3.0

Commitments and Expectations Form

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

We agree to:

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

Local District 6 SRES#9

Elect to Work Agreement

SRES#9 is a pilot school within the Los Angeles Unified School District (LAUSD). As a pilot, by union contract with the UTLA, SRES#9 has been granted flexibility to implement this transformative and innovative instructional plan in the areas of: curriculum and assessment, professional development, school calendar, scheduling, staffing and governance.

The primary decision making body for the school will be its Leadership Team, which will be comprised of teachers, support staff, students, parents, community and administrator. This governing body will have oversight and approval of: the Elect-to-Work Agreement yearly, budgets, policies, staffing, procedures and systems for the school. All approvals will be determined on how they align with SRES#9's vision and mission. Any grievances will be handled through the Pilot School's Agreement Memorandum of Understanding (MOU).

Mission

At SRES#9 we believe students are college-ready when they have the skills, knowledge, and behaviors to complete a college course of study successfully and without remediation. Our purpose is to create a student-centered learning environment which ensures young people are ready for college-career programs. Our educational agenda aims to provide the highest quality of education for our students by guaranteeing:

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

Vision

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

The School Day

Student Hours for the 2012-13 School Year

Monday Professional Development days, the school hours will be 8:00 a.m. – 1:29 p.m.

Tuesdays thru Fridays, the school hours will be 8:00 a.m. to 2:59 p.m.

Teacher Hours: STEM Planning during Conference Periods 3 days a week

Monday: 7:40 a.m. – 3:08 p.m. (Professional Development 1:40 – 3:08 p.m.)

Tuesdays – Friday: 7:40 – 3:08 p.m.

Terms and Responsibilities for the School Year

- All teachers will participate in seven professional development days before the beginning of the school year.

Local District 6 SRES#9

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

Extra Duty Time:

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

Compensation for additional hours:

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

School Calendar:

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

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

SRES#9 teachers will continue to accrue seniority within the district as they would if working elsewhere in LAUSD. Wages, salaries and benefits will be those established in the LAUSD-UTLA Collective Bargaining Agreement. Teachers will continue to be members of the UTLA bargaining unit. Teachers may receive compensation for additional hours worked above and beyond those required hours in the LAUSD-UTLA Collective Bargaining Agreement. (This does not include after school professional development). Additional salary may be in the form of stipends, coordinator positions/differentials or hourly rates as determined by the Leadership Team governing board.

Voluntary Transfer and Exiting:

Teachers may voluntarily transfer from SRES#9 at the end of the school year. When voluntarily transferring, the principal shall be informed orally and in writing using the voluntary excuse timeline set forth annually by LAUSD. Similarly, the Leadership Team Governing Board may unilaterally excuse a teacher from the school within the involuntary excuse timeline set forth annually by LAUSD Staffing Calendar. In the event of such dismissal, permanent teachers will be placed on the system wide list, subject to the terms and procedures of the LAUSD-UTLA contract.

Release of Staff

According to the autonomies set forth by the governing board, the principal may release staff members that are unwilling to support and implement the vision and mission of SRES#9. The release of staff will

Local District 6 SRES#9

follow the guidelines set forth by the LAUSD-UTLA contract and personnel policies of LAUSD. STEM may transfer employees when such action is deemed to be in the best interest of the educational program of the school. The employee shall be notified and counseled regarding the transfer, and written reason(s) for such transfer shall, upon the employee's request, be supplied to the employee. In such cases, the District and school shall assist the employee in securing an appropriate placement. The employee will also be encouraged to pursue placement. Within five (5) working days after receiving notice of such a transfer, a unit member may request in writing to engage SRES#9 in the Internal Appeals Process outlined in Article IX, Section G in the LAUSD-UTLA Memorandum of Agreement concerning Pilot Schools.

Absences and coverage:

Students do their best work when their teacher is present; such is the goal at SRES#9 and one the Performance Meter's goal to increase the number of teacher with 96% attendance or better. Teachers are expected to make every effort to schedule personal appointments after the established school day. As per LAUSD's policy, jury duty should be scheduled for off times as to not interfere with the instructional day of the students. The employee is responsible for securing a substitute; whenever possible the substitute shall be in the school's preferred list. When possible, the school shall be notified of the teacher's absence a day ahead of time. When this is not possible, the school shall be notified by 7:00 a.m. on the day of the absence.

Dispute Resolution

SRES#9 has an internal appeals process in accordance with the LAUSD-UTLA contract. Teachers, with union representation, may appeal any decision that they feel is unjustified.

Performance Evaluation:

SRES#9 teachers and administrator will participate in the evaluation system being piloted by the LAUSD during the 2011-12 school-year, using the rubrics and criteria in the Teaching and Learning Framework and the Leadership Framework. Teachers will be observed informally throughout the year, and formally at least three times. Teachers will receive immediate verbal feedback during a debriefing conference as well as a written document sent via e-mail.

SIGNATURES:

I voluntarily elect to work at SRES#9. By signing this document, I acknowledge that I have read and understood all of the provision of the SRES#9 Elect to Work Agreement and that I agree to all aforementioned terms.

Name (print)

Signature

Principal's Signature

Date

Date

SRES#9 Curriculum Timeline

Subject/Methodology	Grade K-2:	Grade 2-4:	Grade 3-5:	Habits of Mind
Mathematics <i>Singapore Math</i> (Problem-Solving and Non-Linguistic Models)	ENVISION	ENVISION	ENVISION	How to weigh and use evidence
				How to speculate on alternatives
English/ELD <i>SDAIE</i> <i>AVID-WICR</i>	CA Treasures	CA Treasures	CA Treasures	How to present ideas clearly and with appropriate use of conventions
Science <i>FOSS</i> (Full Option Science System) (embedded: Science Reasoning and Technology)	Air & Weather Animals Two by Two Balance and Motion Plants and Animals Solids and Liquids Pebbles, Sand and Silt	Balance and Motion Plants and Animals Solids and Liquids Pebbles, Sand and Silt Earth Minerals Environment Landforms	Earth Minerals Environment Landforms Matter and energy Models and designs	How to weigh and use evidence
				How to speculate on alternatives
History and Social Science <i>Scottish Story Line</i>	Big Idea: Community safety Human Rights Economics	Big Idea: Economics Environment Immigration	Big Idea: Environment Immigration Justice	How to assess the value of the ideas that have been studied
				How to make connections among ideas
				How to address multiple perspectives
Physical Education	PE K-5	PE K-5	PE K-5	How to make connections among ideas
Extended Day <i>Service-Learning Experience</i>	Community-Based Service-Learning: <i>TBD by students</i>	:Regional, National or Global Service-Learning: <i>TBD by students</i>	Regional, National or Global Service-Learning: <i>TBD by students</i>	How to make connections among ideas
				How to address multiple perspectives
Two-Way Bilingual Program (embedded in Service-Learning): Spanish for Native Speakers; Spanish for Non-Native Speakers; Mandarin	<u>Stage 1 and 2:</u> Content Communication Culture Setting	<u>Stage 2 and 3:</u> Content Communication Culture Setting	<u>Stage 3 and 4:</u> Content Communication Culture Setting	

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

	3 Demographic									4 Performance																																														
	Size		Ethnicity			Other Groups				API		CST Proficiency										Others																																		
	2009-10 Enrollment	%	African-American	%	Latino	%	Asian	%	White	%	% Free-reduced price lunch (FRPL)	%	English Learners (EL)	%	Students w/Disabilities (SWD)	%	2010 Growth	%	Net API Gain over 5 Years	%	Proficient ELA, 2010	%	Change from 2009	%	Proficient Math 2010	%	Change from 2009	%	SWD % Proficient ELA 2010	%	SWD % Proficient Math 2010	%	EL % Proficient ELA 2010	%	EL % Proficient Math 2010	%	FRPL % Proficient ELA 2010	%	FRPL % Proficient Math 2010	%	Latino % Proficient ELA 2010	%	Latino % Proficient Math 2010	%	African-American % Proficient ELA 2010	%	African-American % Proficient Math 2010	%	Reclassification Rate 2008-09	%	Reclassification Rate 2009-10	%	Dropout 4 Year Rate 2008	%	4-Year Retention Rates for Students Entering 9th Grade	%
2	1																																																							
2	3																																																							
Teacher Leaders for Social Responsibility																																																								
Charter School/Network Partner																																																								
School 1																																																								
School 2																																																								
Local District X																																																								
Elementary, Middle, or High Schools																																																								
School-wide Teams																																																								
School name																																																								
Internal Teacher Team (Optional)																																																								

INSTRUCTIONS

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

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

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

- Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.
- Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.
- School Teams.* Applicant teams that involve the entire school should provide school-level data.
- Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

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

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