

LOS ANGELES UNIFIED
SCHOOL DISTRICT

Fillable Template

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PILOT SCHOOL PROPOSAL

A. MISSION STATEMENT

Community Health Advocates School (CHAS) will nurture, empower and inspire the future social workers and community health advocates of South Central.

B. VISION STATEMENT

CHAS will prepare students with an understanding and a career pathway in contextually competent social work, behavioral health, and/or other community health professions in order to excel through higher education and become transformative leaders of our local and global communities. Through the study of community health, **CHAS** students will learn about, explore, and engage issues of culture, race, ethnicity, socioeconomic status, sexuality, gender differences, religion, prejudice, and institutionalized racism. These issues and concerns often obscure efforts if they are not appropriately recognized and dealt with in practice, in social policy development, and implementation, so it will be necessary for our students to have this critical foundation.

Upon graduating from **CHAS**, students will:

1. Be prepared with the knowledge and experience to begin improving the well-being of individuals, families, and working/social environments.
2. Be able and willing to promote economic and social justice through the practice of culturally and contextually competent interventions at all levels, including policy practice, advocacy and direct intervention.
3. Be analytically skilled to identify and comprehend the destructive patterns of institutionalized poverty, discrimination and oppression using scientifically valid research methodologies and critical analyses to investigate, assess and change aspects of competing economic, political and social systems, as well as harmful interactions among and between them.
4. Engage in community-based research on social issues, focusing on those variables affecting individuals, families, groups, organizations and communities in South Central Los Angeles and beyond.
5. Establish and maintain professional relationships that enable cooperation and collaboration with members of the social service community that mitigate/ameliorate complex social challenges through shared leadership and partnerships.

C. SCHOOL DATA PROFILE/ANALYSIS

The Augustus Hawkins Schools for Community Action campus is located near West Slauson Avenue and South Hoover Street in the area of Los Angeles currently referred to as South Los Angeles, though it is more commonly referred to as South Central Los Angeles. This area boasts of its rich cultural diversity from Mexican Americans, African Americans, Belizean American, Salvadorian Americans, Guatemalan Americans, and other Central American cultures.

The demographics of the area in the past 30 years have markedly changed. According to the 1980 census much of the South Central area was over 50% African-American, with most neighborhoods anywhere from less than 10% Latino to between 10% and 25% Latino. By the 2000 census, this same area's demographics had changed to a majority Latino population of over 50%, while the African American population had declined to 10% - 25%. According to a Los Angeles Times mapping of the Vermont/ Slauson area, the community is comprised of 60% Latinos and nearly 37% African Americans. There are 18,577 people per square mile, among the highest densities for the city of Los Angeles and among the highest densities for the county. Forty-five percent of households in the area earn \$20,000 or less, compared to West Los Angeles, for example, of which 15% of households earn \$20,000 or less. Single parents head almost 25% of the households in the area. As for education, only 3.7% of residents 25

and older have a four-year degree, whereas 60% have less than a high school degree. One interesting piece coming from the statistics is the fact that almost 25% of residents are middle and high school age (11-18 years old).

Statistics alone, fortunately, do not convey the entire picture of the community. The area is rich with multi- generational households. And partially this means that many of our students are models for younger family members, which underscores the important work of providing a quality education that prepares these students to excel in higher education. This is also a community that wants to be directly involved in their children’s education, but often feels disempowered to get involved based on previous experiences in schools in the area. For instance, several of the churches we outreached to, expressed hope for the new school and a desire to be involved in the school’s mission in ways they have not been able to before. Such dialogues have begun to set the groundwork towards meaningful relationships that, given the adage that it takes a village to raise a child, will prepare our students for success.

Grade Levels Served: 9-11

Principal name: Claudia Rojas

Number of Certificated Staff Members: 14

Number of Classified Staff Members: 1

Student Population: 324

Asian: 0.5%

American Indian/Alaska Native: 0.3%

African American: 18.7%

Filipino: 0

Latino: 79.9%

Pacific Islander: 0.3%

White: 0.3%

Other: 0%

Special Education: 10.3%

English Learners: 30.3%

Current CST Data

English Language Arts, Secondary: Percentage Proficient & Advanced

- An average of 13% of CHAS students are Proficient
- An average of 3.7% of CHAS students are Advanced

Mathematics, Secondary: Percentage Proficient & Advanced

- An average of 4.7% of CHAS students are Proficient
- An average of 0% of CHAS students are Advanced

Proficiency in Algebra

- An average of 8.3% of CHAS students are Proficient
- An average of 0% of CHAS students are Advanced

Reclassification Rates

28% of students are reclassified as English proficient

D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL

It is vitally important to place student need at the center of all decision-making processes by allowing the people who know the students and their needs to make those decisions. The small school size (350-500 students) of **CHAS** will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Our staff recognizes the vital importance of having processes for identifying, addressing and evaluating student needs and student success. The key components of this process require additional time and commitments on the part of our teachers. The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments, and the autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and allow time for teachers to do this additional work.

In addition to the curricular components, **CHAS** teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide **CHAS** with the flexibility needed to engage all teachers in summer-time professional development, daily professional development/collaborative planning meetings, and additional professional development retreats during the semester break and end of the year. While the plan is to use grant money and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

CHAS has researched a variety of educational and school governance models. Based on our research, we believe the Pilot School model is the most powerful transformative model when properly implemented by a visionary and dedicated staff and supported by innovative school districts. We believe the families and students of ESC West in LAUSD deserve greater access to the transformative schooling experience offered by school staff with Pilot autonomies.

We understand that as a Pilot school we will earn more autonomy and be held to very high accountability standards. We will be expected to be a model of educational innovation and accountability and to serve as a research and development site for effective urban public schools. Pilot schools, while adhering to federal and state education policy, exercise maximum control over:

- Staff selection
- Budget control
- Autonomy from central office curriculum requirements: teachers craft content, have flexibility over teaching and assessment practices
- Professional Development
- Governance
- Autonomy to set the length of the school day and year for both students and faculty

The autonomies of the Pilot school model will allow us to fulfill our five core values: Student Centered, Community Collaboration, Innovation & Excellence, Social Justice and Sustainability.

We detail our use of the autonomies to fulfill these values throughout all sections of this Pilot School Request for Proposal.

E. PILOT SCHOOL TRANSFORMATION (10-12 pages)

1. Curriculum, Instruction, and Assessment, including Alternative Curriculum, Programs and Resources

Community Health Advocates School (CHAS) is committed to creating rigorous and empowering learning experiences for the students of South Central Los Angeles. Through our interwoven collaboration, we will meet the needs of the community surrounding Hoover and 60th and elevate the expectations of what a school can become.

Academic achievement for the urban student body that will populate our schools can be dramatically improved on many fronts. Black and Latino students are capable of great educational success when they are supported in an instructional framework that respects the students as capable learners, situates them within a relevant curricular experience, and combats the historical inequity their communities have experienced around issues of educational access. The **CHAS** instructional framework will incorporate the following elements to facilitate the success of ALL students:

- Project and Inquiry based learning environments that are constructed with students' cultural and community identities at the center have proved to garner achievement while addressing historical educational injustices (Thomas, 2000).
- Transformative classroom experiences that are rooted in critical pedagogy and collaborative learning empower students to create counter narratives that challenge dominant ideologies of the potential of urban students of color (Duncan-Andrade & Morrell, 2008).
- 21st century literacy skills that prepare students for the challenges of college and careers provide access to the innovation necessary to compete in today's institutions of higher learning and the global economy (Jenkins, 2008).
- A Linked Learning approach that integrates college-preparatory and career-based curricula, engages students in real-world learning opportunities such as internships, professional mentoring and job shadowing, and provides individualized academic supports so that all students can access the challenging curricula (Oakes and Saunders, 2008).

Universal Design for Learning (UDL)

We are committed to providing inclusive settings for all students, including those with special needs and English language learners. All students will be taught alongside each other in the same regular education classrooms. Every effort will be made to provide students with the least restrictive environments in which to learn.

Instruction for Success

CHAS will employ the following evidence-based educational practices and teaching methods:

Understanding by Design (UBD) – Also referred to as “backwards planning,” the UBD approach to planning instruction starts with the learning objectives for a particular unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, to the assignments and activities that will meet students where they are and develop the skills and knowledge necessary to meet the learning objectives, and to the initial prompts and essential questions that begin the learning process for a particular unit (Wiggins, 2005). During our professional development before the start of the school year, CHAS will use UBD in department and cohort teams to develop curriculum and in small groups or as individuals in the development of individual courses.

Thinking Maps—Thinking maps create a “common visual language within a learning community for transferring thinking processes, integrating learning, and for continually assessing progress” (Hyerle, 1995). Thinking maps can be used in every subject area to engage students with basic thinking processes

such as defining, describing and sequencing and with more in-depth analytical processes such as cause and effect, analogies and comparing/contrasting.

Content-area and academic vocabulary instruction – Research demonstrates that the “relation between reading comprehension and vocabulary knowledge is strong and unequivocal” (Baker, Simmons, & Kame'enui, 1997) and that direct vocabulary instruction improves reading comprehension and is particularly important for struggling students and English language learners (Hill and Flynn, 2006). That said, not all vocabulary instruction is effective. The CHAS design team has experience with the direct vocabulary instruction based on Kate Kinsella’s research and work and will share this experience and knowledge (as well as the associated materials) through professional development sessions and direct support throughout the school year. This instruction introduces new words through engaging students’ prior knowledge (through using examples, images and metaphors connected to their lived experience), and provides a student with multiple opportunities to use the words.

Socratic Seminar— Socratic Seminars support a structured discussion for students to engage in meaningful discussions about a text, issue or idea. Socratic Seminar often starts with very structured discussion norms to allow for students to feel comfortable with contributing to discussion. Through modeling and practice students are able to use Socratic Seminars for analytical and complex dialogue.

Rubrics— Rubrics and academic expectations will be articulated and utilized in every classroom. In every classroom, student work will be posted with rubrics attached to demonstrate for students and parents, the academic expectations of various tasks and assignments. Rubrics will also facilitate the common scoring process for common assessments to guide teacher discussion in professional learning communities. Teachers will agree on common rubric formats to support common expectations across the curriculum.

Online Student –Teacher Collaboration- CHAS teachers will be expected to utilize “Edmodo” and other agreed upon online collaboration sites/programs such as Powerschool to augment existing social networking skills, to address lack in 21st Century technology skills and to enhance communication of assignments and expectations between teachers, students and parents. Through such online collaboration, teachers, students and parents will be able to communicate, view assignments, grades, and share additional resources.

Additional Accommodations-- At CHAS, all students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

Academic Curriculum Standards Based

In creating a rigorous academic curriculum for all students, our school will draw upon the California State Content Standards, the National Core Standards, and the California Career Technical Education Standards to create the foundation for all classroom instruction. All departments will create standards based pacing plans, units, and assessments that allow for maximum collaboration and vertical alignment, so students will be able to build upon each previous year’s knowledge and skill base. A strategic focus on basic academic literacy development across the curriculum will help ensure integration of reading, writing, and technological skills in every core content class. In every department pacing plan, there will be room designated for the integration of grade-level cross-curricular projects.

Career & College Preparatory

From 9th grade to graduation, students will apply their academic content knowledge to issues in the social work or mental health field to best prepare them for college and expose them to key issues in the field. For example, in their 11th grade year, students will be expected to write a research paper on a current U.S. health issue and how it specifically affects the South Central community. This will not only allow students to stay abreast of current community health issues, but it will also give students an opportunity to learn and practice the academic writing necessary for college.

In addition to the core content standards-driven instruction, our students will benefit from an educational experience that incorporates technical skills training throughout the core curriculum. By integrating the new 2012 Career Technical Education Mental and Behavioral Health Standards and framework within core content classes, CHAS will ensure an education that is not only fit for mastery of academic content within the classroom but also prepares students with an identifiable college or career pathway. CHAS will offer core classes to every student to ensure all A-G requirements are met upon graduation. All staff members will instruct from a pedagogy centered on the belief that every student will achieve success at our school and build upon these successes in future college or technical career endeavors.

Project-Based Learning

An integral component of all core classes will be instructional emphasis on Project-Based Learning (PBL). In PBL, multiple shifts take place. The action moves from the teacher lecturing to the student creating, the nature of learning shifts from memorization to discovery, and the classroom transforms into a lively forum for sharing ideas and asking questions. Project-Based Learning also facilitates the integration of academic and career-based curricula within individual classes and across multiple classes. Research shows that relevant PBL facilitates student engagement across all student groups, including struggling students, English Language Learners and gifted students (Barron, Scwhartz, Bransford, 1998). Engagement occurs through the high levels of differentiation and individual attention that are possible when students work in groups to complete a project. Furthermore, research demonstrates that within highly-structured, teacher-facilitated student group work, students learn from one another, and students learning English as a second language are provided with multiple opportunities to practice language use in a smaller group, less formal group of peers, compared to whole-class instruction (Waxman, Tellez 2002). The data from our relief campus suggests that when PBL is integrated into core curricular classes such as math through programs like *Algebra Project*, in which Manual Arts students in 9th grade Algebra I classes using the *Algebra Project* curriculum saw an increase of 140% in CST scores from the previous year without implementation of the curriculum.

Community Health Advocates School Themes and Courses

9th Grade	10th Grade	11th Grade	12th Grade
Essential Questions:			
HOPE	EMPOWERMENT	SELF-RESPONSIBILITY	MEANINGFUL ROLE IN LIFE
Who am I? What is my role in a community?	Why and how do I advocate for a healthier community?	How do I collaborate to advocate for a healthier community?	How will I continue to advocate for healthier communities?

Classes are paired for cross-curricular units / co-teaching. The purposeful pairing of courses will facilitate teachers working together toward a shared project involving both content areas. Through our University partnerships, teachers will be paired up with University Instructors and Program directors to augment our electives and core content curriculum to further embed the key concepts and core frameworks of social work and community health. In addition, our partners will be incorporated in the classroom setting as guest lectures, as facilitators, and as mentors.

CHAS Courses

English (English 9, English 10, American Literature, and English Composition)

All English courses will further develop skills in reading, writing, speaking, and listening.

Mathematics (Geometry, Algebra 1, Algebra 2, Trigonometry/Pre-calculus, and Statistics)

Because Math classes are often gatekeeper classes, which prevent students from acquiring further skills and credits, CHAS is purposely starting with a math sequence that puts Geometry before Algebra. We want to give students an opportunity to feel comfortable with math when they first start high school. This math sequence also provides a more streamlined transition from Algebra 1 to Algebra 2.

Also, by pairing up Geometry with Art, for collaborative teaching teams, students will be able simultaneously create visual representations of geometric figures and employ geometry skills in the creation of art.

The knowledge and use of statistics is integral to identifying and advocating for issues in the community. Providing students with a college-level class will allow students to become familiar with and employ the different uses of statistics, especially as it is connected to community health advocacy. Through Project-Based Learning, teachers in English, Science and Social Studies will be able to introduce students to the fundamentals of statistics (gathering information by creating surveys, doing basic statistical analyses and projecting through basic linear equations, etc.) in the lower grades in preparation for the Statistics course.

Social Studies (Elective—Community Inquiry, World History, American History, Economics/Government)

History is not mandatory during the freshmen year of California high schools, yet **CHAS** will offer a Social Studies Elective (one semester) to give students an opportunity to explore individual and community assets. This course will be a foundation for future social science courses by providing additional exposure to extensive and in-depth reading, writing, and statistics.

Science (Physics, Biology, and Chemistry)

Offering Physics to begin the science sequence is another way of providing students with a more hands-on approach to science. Students will receive an overview of physics theories and concepts such as force, motion, and energy. In addition to conducting hands-on laboratory experiments, students will be exposed to academic science vocabulary through the collaboration with teachers teaching Physical Education.

Spanish

It will be critical for all students to be literate in Spanish. Although many of the students in South Central speak Spanish, few have had opportunities to formally read and study Spanish.

Historically, students who identify Spanish as their home language do well on the AP Spanish Language test, so offering this course will allow students to accumulate more credits for college. Spanish will be available all four years, even though the A-G requirements for the University of California state that only two years of the same language is required.

In the uppergrades, Spanish will focus on translation skills. This will not only help students' individual goals, but it will also support needed services at the school and in the South Central community. The need for translators and bilingual support providers in Los Angeles, and in South Central in particular, is great. In Los Angeles, more than 41% of households identified Spanish as the language spoken in the home.² We will work with our local community colleges to give students the opportunity to earn a bilingual certification.

A significant number of our students are language learners, so the emphasis on translation skills will further support their acquisition of English as they interact with English speaking students and community members.

Math/Reading Intervention

These courses will be used to reinforce foundational reading and math skills at for students who test below basic and far below basic on the California Standards Test (CST) and/or on assessments.

Physical Education

The P.E. classes at **CHAS** will be directly linked to our overall curriculum focusing on community health advocacy. P.E. instructors will exemplify adult community health advocates. They will not only focus on the physical aspects of exercise and body control, but they will also tie in the relationship between a healthy mind and body. This may take the form of breathing exercises, yoga, and/or other ways to reduce stress and anxiety.

Art

Visual and performing arts play an important role in making sure the **CHAS** curriculum is well rounded. We will continue our partnership with the YouThink organization, whose mission is to use art to foster critical thinking, engage diverse learners, promote literacy and serve as a tool for social change.

Health

Peer Mediation/ Conflict Resolution

Begin first year with 11th graders, who provide support for 9th and 10th graders; in second year 11th and 12th graders will provide support for 9th and 10th.

We will also partner with the Asian Pacific American Dispute Resolution Center and the Western Justice Center to train a cadre of Peer Mediators and faculty sponsors to empower youth with the knowledge and skills to manage conflicts in a restorative and cooperative manner.

Sociology

The course will be designed to address the way human beings live, create community with one another, work, act to oppress or uplift one another, build families, and survive. Sociology is a discipline that focuses on the study of society and cultures, in this case, the society and culture of the world, United States, California, Los Angeles, and South Central, which is essential to social work and community health advocacy.

AP Psychology

This will be a rigorous and academically challenging, the course encourages the development of critical and reflective analysis, reasoning, and other cognitive skills.

Students will be able to apply research methods to actual events and current community issues

Internships in Social Work

Students will demonstrate that they are active members and community advocates, through internships, professional mentoring and job shadowing.

Internships, professional mentoring and job shadowing will provide semester-long placements at service agencies. Our 12th graders will work four afternoons a week under the guidance of their work-site mentors, complemented by our weekly classroom instruction. **CHAS** internships, professional mentoring and job shadowing could include tutoring elementary school children, leading after-school homework support and recreation activities at recreation centers, working for a teen hotline, or providing other forms of community health advocacy. Other internships will allow students to work at mental health, health or other service agencies. While others will help at care centers for seniors.

To meet Community Service and Service-Learning requirements, students will use these experiences to demonstrate that they are active members and have and have had meaningful participation in their community.

Advisory - see school culture

Assessment Plan

Interim benchmark assessments are a critical part of the feedback loop that will enable teachers and students to track individual student learning. Teachers who use district-provided interim benchmark assessments face numerous logistical obstacles including timely access to data, receiving incomplete materials, and planning around testing windows that tend to change. Teachers are not able to modify Interim Benchmark Assessments to improve the accuracy and utility of data. For example, ELA teachers have observed for years that students who demonstrate knowledge of denotation and connotation through a variety of in-class assessments, often fail to demonstrate this knowledge on the district provided interim benchmark assessment. Analysis of the assessment has revealed that students must understand a high level vocabulary word in order to demonstrate their knowledge of denotation and connotation in this particular assessment. The simple addition of a question that tests for knowledge of denotation and connotation using low level vocabulary to the assessment, could enable teachers to differentiate between which students need to revisit denotation and connotation and which understand the concept but are failing to demonstrate understanding because they are struggling with reading comprehension and vocabulary. Without this level of accuracy, a teacher may erroneously conclude that otherwise successful lessons on denotation and connotation are failing to teach the concept, when the students actually need support in another area.

Many of our students, both struggling and successful, display negative attitudes towards standardized tests, especially tests that are visibly purchased from an outside vendor. Teacher developed interim benchmark assessments will bear the authenticity and immediacy of the locally-developed curriculum.

CHAS will utilize the autonomy to develop and administer local interim benchmark assessments, granted by the assessment autonomy of the pilot school model, to create assessments that are aligned with and equivalent to District requirements and comply with State and Federal requirements, but bear the authenticity and immediacy of locally-developed curriculum. Teachers will continually modify these assessments to increase the accuracy of the data collected, taking the tests themselves and analyzing student feedback in professional development. **CHAS'** locally-developed instructional plan and core academic curriculum will define the development of pacing plans anchored with interim benchmark assessments.

It is crucial for student advancement and success that we are constantly monitoring our students' progress and providing a quick concrete response to meet their immediate needs. As such, we will continually assess our students' oral presentation skills, written skills, habits of mind, and ability to transfer their knowledge and skills to a myriad of contexts and mediums, including standardized tests. We will then provide instant support through activities in class, during advisory, in the morning lab before school, during our after-school programs, and link them to extended school support.

The CST, CELDT, and Periodic Assessment data reviewed when placing students in CHAS will also be used to program students and evaluate areas of strength and need for all students for the school year.

Community Health Advocates School will administer formative and summative assessments to measure students' mastery of the state standards. These assessments will also be used to intervene and support students using our RTI process (See Attachment: RTI Process).

The table lists the national, state, district, and classroom assessments to be scheduled each year. The exact dates and testing windows will be determined by the guidelines of the national, state, and district testing program in June.

Assessments for <i>Community Health Advocates School</i>		
Examination	Timeline	Rationale
Diagnostic Tests for English and Math	August	Used to identify strengths and needs in English and Math in order to schedule students effectively and provide adequate support.

California High School Exit Exam Diagnostic	October	Used to identify student strengths and areas of improvement to generate data that informs teachers and further prepares students to pass CAHSEE
PSAT	October	Ensure that all eligible students register for this exam
California English Language Development Test (CELDT)	September to October	Required state test that identifies achievement level for English Learners
CA Physical Fitness Test	February to April	Required state test for the 9th grade students to measure health and fitness
California High School Exit Exam (CAHSEE)	March	Required for all 10th graders and 11th & 12th graders who have yet to pass

SAT	March to June	Ensure that all eligible students register to take these exams
California Standards Testing (CST)	March to May	Required for all students
Advanced Placement (AP) Exams	May	Ensure that all students enrolled in AP courses register to take these exams
California Modified Assessment (CMA)	March to May	Required for specific students based on IEP recommendation by the team
Formative and Summative Assessments	Throughout the school year	Regular, subject area exams (quizzes, essays, tests, presentations, debates, labs simulations, etc.) that are created and used by teachers to support students in all content areas. These assessments provide ongoing

		feedback on student's preparations end-of- unit and standardized assessments.
Exhibitions/Presentations	Throughout the school year	Authentic, student-centered assessments and celebrations used to synthesize, publically display and highlight learning and multiple abilities.
Summative Interdisciplinary Projects	End-of-units throughout the school year.	Students synthesize their learning from multiple subjects in order to answer a societal question or provide a novel solution to a problem in their community.
Rite of Passage Ceremonies	June	The Rites of Passage are annual rituals that mark each student's progress yearlong journey from one grade level to another. Ceremonies are student designed and performed, highlighting the values and beliefs important to school culture while reflecting upon important accomplishments and milestones from the year.

Assessment Development:

Throughout the Spring of 2013, CHAS staff will continue to meet weekly to develop assessments, curriculum, and partnerships. We will work to develop our thematic, interdisciplinary units. We will utilize the backwards design process: first identify the objectives for students to reach – based on our mission and vision, habits of mind, transfer skills, and state standards – and then create assessments to demonstrate those objectives. We will also work closely with community partners to incorporate their expertise and resources.

2. Schedule and Calendar

Bell Schedule

With an understanding that master schedules drive the instructional opportunities available to students, CHAS will utilize the autonomy to propose local schedules and strategies, granted under the Pilot School model, to purposefully enact a master schedule that will meet the curricular and personal needs of students, the professional needs of staff, and the overall sustainability and flexibility of our school. By expanding, rather than limiting, opportunities for students to be successful, the school schedule allows for a variety of classes, as well as internships for 11th and 12th grade students.

The CHAS schedule was created based on five major priorities:

- 1) Longer class periods (85 minutes) to allow for more concentrated time to master subject material and allow for deeper exploration of class topics and project work;
- 2) Cohort teacher grouping that allows the four core teachers (English, math, science and social studies) to share the same students – this facilitates personalization, cross-curricular instructional strategies, and cross-curricular projects;

- 3) Advisory time every day – since Advisory plays such a major role in our school, it is key to have this class every day for 30 minutes;
- 4) Common planning time for cohort core-subject partnerships; and
- 5) Daily professional development time to give teachers an opportunity to check-in regarding student needs, participate in professional learning, and collaboratively plan.

School Calendar/Schedule:

CHAS will evaluate the effectiveness of our current 8X2 schedule and collaborate with stakeholders and our sister schools (RISE and CHAS) to maintain, modify, or replace the schedule for the following year in order to best meet the needs of our students.

CHAS will collaborate with stakeholders and our sister schools (RISE and CHAS) assess the degree to which the LAUSD calendar meets the needs of the community and utilize pilot school autonomy to implement any needed modifications.

The common scheduling allows us to use the shared bell system to share electives and other passport classes (on a case by case or pre-determined basis), and to reduce confusion for shared personnel, parents/caregivers, and visitors on campus. This supports our core value of *Sustainability*.

Each school of the Augustus Hawkins Schools for Community Action campus will operate on a campus-wide school start time at 8:05 AM every day. Extracurricular activities such as sport teams limit delaying school start times much further; however, **CHAS** and every school at SCA will begin each school day with Advisory. This measure delays the start of content courses until 8:40 every morning while offering a small and consistent classroom community wherein each student will find familiarity, accountability, and support at the start of the day.

3. Staffing

Community Health Advocates School teachers will be recruited and selected based on their desire to implement and further develop the mission and vision of the school. Teachers must be committed to our *Schools for Community Action Core Values*: student-centered, community collaboration, innovation and excellence, social justice, and sustainability. In addition to a commitment to our mission, vision, and core values, teachers must hold the belief that all students can learn and will thrive when provided with quality instruction and the appropriate supports. Due to the highly collaborative nature of our work, it is crucial that we are permitted to use our autonomy to hire faculty and staff who are interested in participating in this collaborative work environment. **CHAS** will require "mutual consent" between our school and all applying employees, an autonomy granted under the Pilot School model.

Recruitment and Selection of Teachers

The above commitments and the following criteria will be used for selecting teachers:

- Demonstration of mastery of their discipline content (with single-subject credential), and a familiarity with content standards
- Willingness to collaborate with colleagues to develop, implement and regularly evaluate the success of standards-based, backwards-planned and responsive curricula and instructional strategies
- Willingness to measuring student achievement with multiple assessments -- project-based, performance-based, essays, selected-response and constructed-response -- as assessments for learning (formative) and of learning (summative)
- Demonstrate experience with or interest in learning Understanding by Design curriculum development, Universal Design for Learning (UDL) and SDAIE, differentiation, thinking maps and AVID instructional strategies
- Will provide test preparation strategies for CST, SAT and ACT and explicitly preparing students for the CAHSEE

- Integrating technology in the classroom and encouraging students to use technology when appropriate
- Are eager to actively engage students and their parents/caregivers in the learning process
- Demonstrate an interest in engaging with students beyond the core curricula through participation in an everyday advisory class
- Are willing to participate in daily professional development sessions.

In addition, **CHAS** teachers will:

- Commit to learn and explore the history, present policies, and lived realities of the South Central community, which they will become a part of
- Commit to ongoing learning and professional growth
- Commit to addressing homophobia, sexism and other forms of oppression in the classroom and the school environment
- Commit to seeking and applying for relevant grants and opportunities to further serve student needs
- Co-create and plan for Advisory curriculum and implementation
- Adept to working in a collaborative-learning community where teachers are empowered to take on multiple roles, including leadership and administrative roles
- Serving a population of Spanish speaking parents/caregivers and community members, teachers will make efforts to create and use bilingual materials
- Mentor or receive mentorship based on experience and role

On-going Recruitment and hiring

- After our first year of operations and as our population grows, we will recruit teachers based on word-of-mouth, through our connection to the UCLA's Teacher Education Program and through LAUSD job fairs. To ensure stakeholders have a voice in staffing, Shared Decision Making will interview all applicants and vote to fill all positions. In the event that the vacancy to be filled is in a department that is not represented by an elected member of Shared Decision Making, a representative of that department will be included for purposes of interviewing and voting to fill the position.
- Our hope is that through the pilot schools or through direct negotiations with SEIU, we will also be able to identify, recruit and interview clerks, assistants and aids as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff members, who are interested in participating in a collaborative work environment.

4. Professional Development

Effective PD at our school will be embedded in teachers' daily work – continuous, collaborative, and focused on student learning (Elmore, 2004; Sagor, 2000). Our school, as a learning system, will reinforce group inquiry and self-assessment. We will nurture new and expansive thinking so that collective aspirations can take flight. Together, we will continually learn how the myriad parts interrelate to create the whole, how individual and collaborative initiatives and interactions lead toward the realization of our shared vision, so that everyone's capacity expands to create the results we truly desire (Wiggins & McTighe, 2007).

Every Monday, the **CHAS** faculty and staff will meet after school for a focused 30-minute forum open to students, parents/caregivers, and community members. This helps make the work of running a school more transparent, de-privatizing one another's practice and allowing colleagues to support each other in their work. The "30-minute meeting," developed by Los Angeles Education Partnership, is an agenda and protocol to keep meetings brief and to-the-point, capturing concerns, administrative needs, and questions from the group without lengthy discussion. This weekly meeting serves as a valuable opportunity to showcase our successes and challenges, and bring in parents/caregivers, students, and community members to share in the work.

The professional development plan described herein goes beyond the scope of legal/compliance mandates. **CHAS** will use the professional development autonomy granted by the autonomy of the Pilot School model to provide supplemental support to teachers as they engage in the interdisciplinary curricular development and refinement processes described in the instructional plan and core academic curriculum.

University Partners

Our university partners will also provide professional development trainings in the summers. These trainings will focus on curricular development for the upcoming year, logistical planning of collaborative projects, and alignment to key academic and industry standards of social work. Other professional development opportunities will be scheduled throughout the year based on assessment of needs of our faculty. Our partners will also help identify relevant training opportunities and conferences, as well as possible supplemental funding, which will aid in developing a social work curriculum that is culturally relevant to the students and community of South Central Los Angeles.

Professional Development to Support Students with Disabilities

As part of professional development all teachers will:

- Be trained in the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual
- Be trained in the Response to Intervention Process
- Be introduced to the special education programs offered at our school
- Review student IEPs
- Discuss and be trained in strategies for integrating students with special needs into the classroom
- Be trained in differentiation, and classroom modifications
- Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications

5. School Culture

A typical day at **Community Health Advocates School**, from the moment a staff member, parent, student and community partner steps on campus focuses on: inclusion, recognition and exhibition. Because parents/caregivers are integral to student achievement, pictures of parents/caregivers and families are seen upon entering the school site. Greetings, such as “Good morning” and “Como esta?” are prevalent, among and between staff, parents/caregivers and students. Awareness of an array of community health needs are visible through informative displays focusing on a different community need every month, such as “Aging” or “Domestic Violence.” When you walk down any hallway, visible student work, such as PowerPoint loops on computers or video/photo montages of classroom activities are exhibited. A college-going culture is also visible through teacher, administrators, and staff featured next to their favorite book and alma mater. Local elementary school students can be seen on campus for student-led presentations on a wide variety of topics, and they are frequent invited guests to cultural and musical performances. College students also have a presence on campus through mentoring/tutoring, leading workshops and other volunteer opportunities. In particular, the college/career center works closely with Upward Bound (USC), EAOP, and other academic support services. Community organizations such as Brotherhood Crusade working on gang intervention, St. John’s Clinic working on healthy living, and other organizations will have a strong presence on campus.

In classrooms, colorful and informative bulletin boards display learning strategies, formulas, rubrics, student work, campus-wide events, and school activities. Teachers and students are actively engaged in standards-based curriculum by using Project-Based Learning and collaboration, and by incorporating technology for presentations and exhibitions. In some classes, two teachers are teaching in one class, as

they co-teach a class to support an inclusive environment for students with learning disabilities and/or language learners.

Along with the support systems throughout the school, each student has an Advisory class and an Advisor, who is also his/her teacher for a class. The advisory class focuses on personal, academic, school and community support. The Advisor is the primary liaison between the student and his/her community both within the campus walls and beyond, as well as his/her primary advocate.

During conference periods, teachers, counselors and other student advocates meet daily to plan curriculum, to discuss and support individual student needs, to create and review assessments, and to reach out to guardians and community members. Before school, after school and on Saturdays, students participate in tutoring, sports and other extra-curricular activities, which allow the campus to thrive and become a safe and inclusive space for all students.

CHAS will use the following Costa and Kallick (2000) *Habits of Mind* to guide the way students, and entire school staff, approach thinking and learning. The use of the *Habits of Mind* across the content areas these will demonstrate our commitment to fulfilling our school's mission and essential academic skills will be reinforced, including reading, writing, questioning, analysis, and presentation/exhibition. A key role of the Advisory class in 9th grade will be to help students take ownership of and understand the *Habits of Mind*, while Advisories in the upper grades will be dedicated to using the *Habits of Mind* as a natural lens for study and life.

Student-Led Conferences

Student led conferences beginning in the 9th grade and continuing through 12th grade will serve several purposes. *Students will:*

- Become aware of A-G requirements
- Become aware of credits necessary for moving from one grade level to the next with an outlook on credits necessary for graduation
- Become familiar with calculating GPA
- Become familiar with courses taken and grades received
- Reflect on their strengths, needs, and resources
- Create SMART goals
- Practice presentation and communication skills
- Share information and progress with adult support provider (parent, caregiver, and/or advocate)

Parents (caregiver or adult support) will:

- Receive presentation from student about his/her own progress, grades and requirements
- Have an opportunity to discuss progress with student and teachers
- Receive information about how to support the student

Advisors and counselors will:

- Support students in preparing and leading the student-led conferences
- Facilitate discussion and answer questions during conferences

Research demonstrates that relevant and real-world curricula, personalization and feeling connected to school increases student engagement in school (Darling-Hammond, 2008). In the previous section, we discussed the various ways in which students will be connected to their educational experience at **CHAS**. Through Advisory, in particular through the Individualized Learning Plan, each student will work with his/her teachers and his/her parent/guardian to set individualized and meaningful academic goals and receive the support he/she needs to achieve those goals.

Advisory

In Advisory, students will have an adult advocate who will support their emotional and social needs through personalization. Each student will be assigned an advisor and will meet with that advisor for 35 minutes at the beginning of each day. Advisory has been purposely set at the beginning of the day to provide Advisors an opportunity to check-in with their Advisees, first thing in the morning. If students are late or absent, the Advisor can make immediate phone calls to parents/caregivers. If the attendance is a recurring problem, the Advisor will take the appropriate action to ensure the counselor follows-up. Advisory will also be a place for peers to hold each other accountable and support each other towards graduation and through higher education. Advisory will also serve as the place for students to have breakfast and start the day ready to learn. Advisors will use the **CHAS** Habits of Mind (HOM) as a framework for teaching students about how to approach learning and life.

College Going Culture

All university partners have committed to sponsoring the work at **CHAS** through university mentors; campus field-trips and tours focused on community health programs, though not limited to those programs; and college application support. A college-going culture is also visible through teacher, administrators, and staff featured next to their favorite book and alma mater in our school hallways. Additionally, our university partners will support our *Schools for Community Action* campus-wide support for 11th graders researching colleges, meeting application deadlines, identifying financial aid sources and completing applications. An annual *Schools for Community Action* College Workshop, offered in English and Spanish, will support students and their parents/caregivers with the range of university and college systems and with financial aid resources. **CHAS** will specifically invite colleges and universities with existing social work and community health majors.

6. School Governance

To foster a community of leadership and shared accountability, each faculty member will be required to be an active participant of one of the following subcommittees. We will also actively recruit parents, students, and community members to be contributive members.

The entire Governing Council will have the following responsibilities: a) Maintain the school's vision and mission; b) Approve the entire annual budget; c) Hire and annually evaluate the Principal; d) Review quarterly reports on the operations of the school from the manager of site operations; e) Annually review performance indicators of the school and approve a plan for the next year to ensure the school is moving towards constant improvement; review quarterly reports from the Principal providing data to show progress against indicators; f) Ensure that there is an annual review and adoption of the Elect-to-Work Agreement; g) Communicate regularly with the local district; h) Ensure that all laws and compliance needs are met by the school; and i) Ensure that the school has a resolution dispute process in place that includes an internal appeals process.

The school will follow the Education Code regarding the formation and operation of the School Site Council (SSC), which will be the core of our Governing Council, since as a Pilot school our Governing Council meets the categorical requirements for the SSC. The SSC will be composed of 12 members: the Principal, four teachers, one classified staff, three students, and three parents/community members. These elected members will also distribute themselves across the aforementioned subcommittees so that there will be at least one representative on each subcommittee. Per statutory requirements, only SSC members will vote on the SPSA and categorical budgets.

The chairperson of the Governing Council will be selected by the entire Governing Council. The council will ensure that leadership training is provided to build leadership capacity of all members, with a strong emphasis on students, parents, and community members, to help participants fully partake in a true

democratic process. By combining educational experience with critical community input and shared decision-making, we can best support student learning through authentic community collaboration.

English Language Advisory Committee (ELAC): The ELAC will advise and make recommendations to the Governing Council on four legally required topics: a) the Single Plan for Student Achievement (SPSA), b) Needs Assessment, c) Language Census, and d) efforts to make parents aware of the importance of regular school attendance. Teacher participants will work with parent participants to actively reach out to more parents and community members to continually increase participation. One elected parent member from School Site Council (SSC) will also participate as a member of ELAC.

7. Budget

As a small school in a school district constrained by continuing state budget cuts to education, **CHAS** will utilize Budgeting for Student Achievement. Our plan requires faculty to be committed to supporting and participating in school governance. We are not a traditional school. The utilizations of our autonomies will require the maximum budget flexibility and responsible oversight, afforded under Budgeting for Student Achievement. We will follow LAUSD governing guidelines when planning and implementing our annual school budget. Teachers, Students and Parents will have an opportunity to address budgetary issues through SSC and ELAC. Students will provide input through the Committee for Student Action. Teachers will discuss the budget within the other subcommittees. Recommendations will then be taken to the Governing Council, comprised of all community stakeholders. The focus of our budget will be to promote the success of all our students.

8. Family and Community Engagement

Parent Tours: The Welcome Center (see below) for the school grounds will be located in the centralized administration area. This center also serves as the headquarters for parents, family, and community members to actively participate in our collective efforts to integrate our schools within the community. Parents/caregivers will be able to take guided tours of the school while classes are in session. Community volunteers that include other parents/caregivers, students, administrators, and volunteers will lead these tours from our network of partners. Parents/caregivers are encouraged and expected to visit campus to tour their child's classes. The visits can be scheduled for any time of the day.

Volunteering: Our Monday afternoon 30-minute meetings are an ideal place for parent, community, and college student volunteers to get involved. At the 30-minute meeting, collaborations and projects are planned for the week, allowing volunteers access to the school's inner workings and opportunities to work side-by-side with teachers and staff in school operations.

Student-led Conferences: Every grading period, parents/caregivers will be invited to an evening for parent conferences. We will continue to develop our previously used student-led conferencing model, and advisors will work with students to prepare for their conferences each semester. Culminating projects make ideal content for exhibitions with parents, displaying the range and depth of students' work.

Rites of Passage Ceremonies and Celebrations: To mark each student's progress and yearlong journey from one grade level to another, parents/caregivers will be invited to celebrate. Ceremonies will be student designed and performed, highlighting CHAS's mission and vision, while reflecting upon important accomplishments and milestones from the year.

Parents as Experts: We often neglect parents' expertise—and we hope to reverse this by finding parent volunteers to help with language translation, leading workshops and various other operations of the

school. As we get to know our students' parents and their various skills, we will find ways to meaningfully engage them in the collaborative work of running the school.

Programs and Resources for Parents/Caregivers

Furthermore, if we are to have an effective school that augments the assets our students' possess so they will excel through higher education in order to become our community, city and national leaders, we need to tap into and connect with the various community organizations in the area. Thus, the community partners we choose to work with are committed to our larger mission and vision for the success of every child.

College Workshops: Our university partners will support our *Schools for Community Action* campus-wide support for 11th graders researching colleges, meeting application deadlines, identifying financial aid sources and completing applications. An annual *Schools for Community Action* College Workshop, offered in English and Spanish, will support students and their parents/caregivers with the range of university and college systems and with financial aid resources. **CHAS** will specifically invite colleges and universities with existing social work and community health majors.

Welcome Center: Our four schools will share a Welcome Center in the centralized administration area that will also serve as the headquarters for parents/caregivers, family, and community members to actively participate in our collective efforts to integrate our schools within the community in order to provide the most effective educational experiences for our students. All four SCA schools will collectively fund and share a Parent Liaison

Resources to Health Services: We will also make referrals for continuing services and programs to outside agencies. SCA will work with community based health organizations, such as Los Angeles Child Guidance Clinic, to provide family services such as family counseling and access to other health services.

Adult Education: Through our summer SCA Community Workshops and community walks, a prevalent request was for adult education classes, such as parenting classes. Thus, we will work with LAUSD's Division of Adult and Career Education to connect parents with the following existing courses:

- Citizenship Preparation
- English as a Second Language
- Family Literacy
- Parenting and Family Education

CHAS Website: To facilitate access to calendars, school news, and other school and district resources, **CHAS** has a school website that allows us to be "googled" and to provide students, families, and our community with the most up to date information.

F. SCHOOL PLANNING TEAM (2-3 pages)

1. Who are the members of your planning team?

Erica Ramirez, Patricia Hanson, Vanya Hollis, Samantha Warrick, Claudia Rojas

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

Community Health Advocates School was organically developed from the input of community members and families at our SCA Community Forums, and from conversations with neighborhood organizations and community advocates. One such conversation was with Father Stan Bosh, a gang-

intervention specialist in South Los Angeles. Father Stan works with Soledad Enrichment Action and runs group therapy sessions for both adults and young people who've witnessed or experienced violence in the community. In our meeting with him, he referenced the high number of young people with untreated post-traumatic stress disorder in the community surrounding the Augustus Hawkins campus. Father Stan noted, "There is an incredible need for emotional support for those young people and the idea of a school in this community that would prepare young people with the ability to support themselves, their friends and families mentally and emotionally would be phenomenal." For our design team, this further validated our assessment of the social and emotional needs which are often unaddressed that we have witnessed firsthand, as teachers, residents and community members of South Central.

In our conversations with parents and community members during home visits, community forums and school planning meetings, the need for social and emotional support for parents and community members was a recurring theme. Parents/caregivers and community members wanted to make sure a school would support the needs of students through and beyond classroom instruction. With the community's input in mind and with the great need in the field of social work in South Central Los Angeles in particular, CHAS was created to support the needs of students, families, and the community.

G. IMPLEMENTATION (2-3 pages)

The information in this plan is excerpted from the approved Public School Choice plan for CHAS which can be viewed in its entirety at

http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_CHAS_Proposal.pdf.

We have chosen the pilot model of school governance to allow us to continue the implementation of our original CHAS plan and the realization of the mission of Schools for Community Action on the Augustus Hawkins campus.

Our work in regards to implementation will be guided by the original PSC 3.0 proposal that was approved by LAUSD. In order to implement the long-term initiatives necessary for true reform, the school will be a learning community with a culture of trust and mutual dependency in which everyone at every level of the school is working toward continuous improvement. Professional development will be embedded in practice and intertwined with the attainment of our goals (Fink & Resnick, 2001; Glickman, Gordon, & Ross-Gordon, 2007). Through continuous reflection and evaluation of data, our daily afterschool professional development meetings and common conference periods will provide numerous opportunities for collaboration.

To develop internal accountability, we all need to agree on communal and individual responsibilities, along with well-defined measures of success (Elmore, 2005). At our summer orientation, all stakeholders will come together to democratically decide upon one-year initiatives that tie into the long-term goals of our mission and vision. Together, we will also decide on measures to assess our progress toward achieving these initiatives. Then, these initiatives and measures of success, along with needed resources and structures, will be written into our mission-focused SPSA that is mutually agreed upon by all stakeholders. After coming together in a laboratory of democracy to collectively decide on initiatives that lead to explicit measures of success, everyone involved will be invested in collaboratively achieving our shared goals.

Although there is individual accountability for people in different roles, the accountability is also interlinked. We hold each other responsible for what we collaboratively agreed upon, and we are more motivated because our input gives us a sense of ownership. With this heightened accountability, we need to foster a culture of trust and support so that everyone will feel comfortable discussing their challenges without fear of blame (Fink & Resnick, 2001). Blaming others does not help our cause when something goes wrong. Instead, when one link falters, the others take responsibility to assist and strengthen. With a common mission of educating every child, we fail or succeed together. In the highly effective schools that Scheurich (1998) studied, even the students were taught to be responsible for the success of each other.

As everyone’s leadership capacity grows, structures and processes will be put in place to also grow their capabilities (Kouzes & Posner, 2007). Students and teachers will be grouped into Small Learning Communities (SLCs), and these teachers with shared students will have a common planning period to create cross-curricular units, lessons, and project-based assessments, as well as, discuss and reflect upon instructional strategies. Teachers will be empowered to direct their growth, so if there is a shared area of concern, they can embark on an action research project to explore and assess the effects of a possible solution (Glickman, Gordon, & Ross-Gordon, 2007).

Peer observations are a powerful tool of support that will allow teachers to engage each other in reflective dialogues about their teaching so that together we can better understand each teacher’s strengths and needs (Terehoff, 2002; Zepeda, 2005). We will work together to foster a supportive and trusting environment in which everyone is comfortable sharing problems, assured that doing so will not reflect poorly on their performance, but rather will lead to collaboration on overcoming challenges. The principal will model this behavior by not only allowing everyone avenues of input on school problems, but also by working collaboratively with the other three SCA principals to solve challenges they are all facing (Fink & Resnick, 2001).

Together, we can all continually improve on our abilities to adapt and change effectively to roadblocks that come up in the implementation of our plans. For example, the current economic crisis has exacerbated the marginalization of our students by causing more stress, a lack of resources, and greater accountability, leading to increased violence, larger class sizes, and a need to prioritize spending. By bringing the community together through our laboratory of democracy, we can share the funds of knowledge that exist within our families to better meet our communal needs.

Date	Activity	Persons Responsible
February-July, 2013	CHAS Staff participates in Pilot School Implementation Workshops led by UTLA and LAUSD	Design Team Members
February-April, 2013	CHAS staff collaboratively develops the Elect to Work Agreement, guided by core values, mission and vision	Design Team Members
April-June, 2013	Interview and select candidates for open teacher and clerical staff positions	Hiring team
July-August, 2013	CHAS Staff participates in Professional Development designed with core values, mission and vision in mind	Design Team Members
September 2013- June 2014	Implementation of approved proposal	CHAS Staff

H. REQUIRED ATTACHMENTS

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit.

Attachment A (Letter of Intent / Information Sheet)	(Not Applicable)
Attachment B (Elect-to-Work Agreement)	Page 23-26
Documentation of Voting Results	Page 27

ELECT-TO-WORK AGREEMENT DRAFT
(TO BE COLLABORATIVELY DEVELOPED IN SPRING, 2013)

When hired and no later than April 15 annually thereafter, each Pilot School UTLA-represented staff person is required to sign an Annual Elect to Work Agreement. The Elect to Work Agreement should include the following areas included in this template. Since teachers elect or choose to teach at a Pilot School, it is essential that each school clearly outline the working conditions, terms and expectations for employment.

SCHOOL NAME: Community Health Advocates School

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-2014

1) Introduction

I, _____ am voluntarily electing to work at **Community Health Advocates School** I am signing this Elect to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

Community Health Advocates School is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by **Community Health Advocates School** and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Elect-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of employment

➤ *Include the length of the instructional day, school day and workday:*

TO BE DETERMINED, SPRING, 2013

➤ *Include the length of the instructional year and work year and school calendars:*

TO BE DETERMINED, SPRING, 2013

➤ *Include the following language at the end of this section:*

In addition, supplemental hours and tasks necessary to complete the mission of the **Community Health Advocates School** may be required.

4) Responsibilities: BELOW IS AS DRAFT OF RESPONSIBILITIES. THIS WILL BE COLLABORATIVELY DEVELOPED AND EDITED IN THE SPRING OF 2013.

Commitment to Implement the School Plan

Below you will find a list of things that outline some of the expectations for faculty and staff that are integral to successfully implementing each small school plan here at the Augustus Hawkins Campus.

1. An hour of professional development and collaboration time at the close of every school day.
2. Participation in at least one leadership, decision-making, or governing council.
3. Collaboration and common planning with colleagues during conference periods
4. Mentoring of students around social/emotional well being, academic counseling, college and career planning during advisory period.
5. Participation in trainings and professional development beginning this summer and throughout the year that provide necessary skills sets and time to dialogue and build capacity around implementing the innovative school plans successfully.
6. Involvement in community and family events sponsored and hosted by the small schools on campus outside of the traditional back to school and parent nights.
7. Modeling the Core values of our Schools in ALL that you do as a representative of the Schools for Community Action
 - a. Student Centered
 - b. Community Collaboration
 - c. Innovation and Excellence
 - d. Social Justice
 - e. Sustainability
8. Other duties assigned by the Administrator.

Commitment to Implement the School Plan

Our school's design plan outlines a coherent and consistent academic program based on the best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment. The full plan can be found at:

http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_CHAS_Proposal.pdf. The appendix can be found at: http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_CHAS_Appendix.pdf.

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for **Community Health Advocates School**
- I understand and commit to support the expectations, goals and vision embedded in the approved **Community Health Advocates School** plan.
- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at **Community Health Advocates School**

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

- *Pilot Schools may choose to develop additional teacher evaluation measures that will enhance the pilot school. If applicable, please include.*
TO BE DETERMINED, SPRING, 2013

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

CTTP 051112

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process

- *Include the Pilot School's dispute resolution process, using the Pilot School dispute resolution guidelines as a resource*
TO BE DETERMINED, SPRING, 2013

7) Transfers (voluntary and involuntary)

- *The following language should be included:*

You may transfer from **Community Health Advocates School** at the end of each school year. Similarly, **Community Health Advocates School** may unilaterally transfer you at the end of each school year. You will be transferred to a vacancy for which you are qualified at a school within the geographic area in which **Community Health Advocates School** is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

- *The following language should be included:*

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

- *The following language should be included:*

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

Employee Name / Employee #

Date

CHAS

December 10, 2012
2:40 pm

11 Yes Pilot

4 No Pilot

1 No vote cast

69% Yes

(Aleyda Mován)

(Patricia Hanson)

(TRAVIS MILLER)