

Social Justice Leadership Academy

Request for Proposal

To Whom It May Concern:

It is a unique opportunity that a group of motivated teachers are provided the opportunity to prove their understanding of students and their community. Given the current climate of change, it is the intent of the Social Justice Leadership Academy to open up the world and all of its opportunities to our youth of East Los Angeles. The following is our plan to make this vision a reality beginning the 2010-2011 school year.

Part 1: Executive Summary 1 A. Assurances (See Appendix A1.1-A1.7)

i. Social Justice Leadership Academy (SJLA) is an internal proposal within Los Angeles Unified School District and will remain so.

ii. SJLA will enroll the requisite number of students from the impacted campuses that the new school is intended to relieve based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy. The students that will be enrolled at the new school will include all subgroups of students, including English Language Learners, students with disabilities, disadvantaged students and other groups representing the total community. Students representing this community of learners will be served first and foremost as verified by our signature pages.

iii. SJLA students will be drawn from Garfield and Roosevelt High Schools. The composition of the student body will reflect the demographics of neighboring schools and the community. Students will be enrolled at Social Justice Leadership Academy in coordination with Local District 5 and LAUSD. We will recruit students with assistance from the local district and LAUSD Information Technology Division to help ensure that the enrollment of students follows similar demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement, etc. as compared to Garfield High School and Roosevelt High School, the schools Torres High School is intended to relieve. We will continue to monitor enrollment patterns and continue to work on ways to ensure that we have an equitable distribution of students based on the above mentioned criteria. *(Please see appendix A.1.a.iii)*

iv. SJLA is an internal proposal.

v. SJLA agrees to the terms, conditions, and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. SJLA will use the district's special education policies and procedures manual, Integrated Student Information System (ISIS), and Welligent, the district-wide-web-based software system used for online IEP's and tracking of related services provided to students during the course of their education.

1B. Student Population

The teachers who are coming together to form SJLA all come from Garfield High School and are experienced in working in this community and with these students. Furthermore, the small learning communities and magnet that the teachers have gained experience in have all shown success, innovation, and creativity. The SJLA teachers SJLA will foster and nurture this success by coming together to form our school at Esteban Torres High School. Since SJLA does not exist yet and it will be serving the same community of Garfield, the demographics of Garfield

will be discussed. Garfield is 99.2% Latino and the population of SJLA is expected to mirror that. SJLA would be located in East Los Angeles. Over one half of the families have children under 18 and a third of the population in East Los Angeles is under 18. Because of this, new schools like ours are needed to serve this community and create a college-going culture not only at our school, but in the community as well. The school will open as a small high school, grades 9-11, at about 80% student capacity and will eventually grow to a 9-12 grade high school with about 450 students at full enrollment. The school will go through the initial WASC accreditation process in the first year.

1 C. Vision, Mission, and Philosophy

Vision: Our educational vision is to develop college-bound, reflective life-long learners, innovators, and active leaders who participate in an inclusive and equitable community and consciously seek positive change in society.

Mission Statement: Our ultimate goal is for students to take pride in their academic achievement and understand that education is an investment in our identity, to be engaged with our community, and create a greater impact in the world with the application of their knowledge. Students will graduate from Social Justice Leadership Academy and partake in a progressive society as confident and empowered individuals.

During common planning time, data-driven decisions will inform best practices that will be implemented in the classroom to help students access the core curriculum. Students will exhibit increased literacy, critical thinking skills, and reading comprehension. We will also increase student writing and reading ability. Students will learn this from dedicated instructors, reciprocal teaching, questioning, summarizing and reading strategies. Our school will practice progressive discipline using the RTI model, and support systems such as AVID, family, feeder schools and community support, and block scheduling that will provide intervention and enrichment throughout the school day. We actively seek and value student voice, transparency, accountability and communication among all educational partners.

Philosophy: The philosophy of SJLA will be based on students, faculty, staff and the community coming together to create a space of learning, collaboration, egalitarianism, practical application and personalization. We believe in making sure that all stakeholders are involved and that all decisions are based on truth and transparency. The educational process will be based on learning and then reflecting on what has been learned to engage with the community in a socially responsible manner. Students will take ownership and agency to create positive change through struggle and sacrifice.

“A Day in the Life at Esteban Torres’ SJLA”

-The following is a fictional account of a typical day for one of our students as told by Maria X (a future 12th grader) via her iPhone in her online journal-blog for her AVID class. It is complete as Maria X would have written it with colloquialisms and mistakes:

Tuesday, February 8th, 2011

6:46 am: I just got a text from my “bestie”, Rose. She goes to GHS. She wanted to say “hi”. I told her for like the one-hundredth time NOT to text me in the morning because I sleep in later than she does. But since she starts class @ 7:15 she forgets that I am still sleeping.

7:32 am: I snoozed through my alarm again so I had to fight my brother for the bathroom. Mom is already at work so I made breakfast for my brothers first :(. I am tired cuz I was up trying to

finish this month's independent reading assignment for English, *The Catcher in the Rye*. I only had a chapter to read though cuz I got most of it done during SSR [Sustained Silent Reading time, a 15 min. portion of each academic class dedicated solely to reading]. I like it. It was probably my second favorite that we've read over the past 2 years next to *Huckleberry Finn*, which I read for Mr. Murchie's class last year. But Holden is such a whiner! He should try living in East L.A.!

8:33 am: OMG [Oh my god], it's only February and I already have my AVID final! I have to do a 10-20 page research report on a college major. I so don't know what I want to do (hey! That's an example of "litotes"! Mr. Murchie taught me that in English last year). I was thinking either Criminal Justice since we had that lawyer as a guest speaker last semester at Open House or maybe Veterinary Medicine cuz I have had so many pets and they'll all seem to get sick. I would like to be a vet like Dr. Beltran from that animal clinic by the California Driving School, what is it called? Anyway, I liked what he told me during the Career Fair last year. Maybe I can intern in his office this year? I even already did some research about being a vet. Did you know that you can get health insurance for your cat? I wonder if that will be in the President's universal healthcare plan?

10:02 am: I am sooooo happy right now. We totally just had an assessment in Mr. Fritch's gov/econ class and I think I nailed it. The stupid writing prompt asked to explain how minority parties in the Legislature can still balance control despite a disparity in numbers based on the Constitution and stuff. Well, we had just learned about Filibusters in class so I talked about them and this movie I watched for extra credit called *Mr. Smith Goes to Washington*. It was an old movie from back-in-the-day so I also talked about how nowadays the Republicans have to use filibusters to stop the Democrats. Go Obama!

11:55 am: During Advisory I worked with Ms. Lu on my Financial Aid and Housing forms for next year. FAFSA is giving me just about enough to cover room & board and tuition but we think that I may need to get a job to help pay for books and spending money. Ms. Lu said that she got a job as a waitress cuz "tips" are the way to go. She also thought that that kinda job may be a bit much for my first year so we got a copy of the CSULB newspaper and are looking thru the classified section for some jobs. There's one in the library that shouldn't be too strenuous [sic]. It pays min. wage but if I work 20 hours a week that should give me enough money and time to do my school work. Time for lunch. I think they're serving that yummy pizza, though...yeah!

12:57 pm: Uggh, Calculus! I didn't even want to take this class this year but my counselor told me in my monthly advisement that it would help me with college and my A-G requirements. Whatever ;0 ! At least we have group time to ask questions and work on assignments. Sergio, who is so HOT btw [by the way], asked me for help. I was like, "Sure, come work in our pod with us." Maybe he'll ask me again tomorrow. We even managed to get most of the homework done (I have like 2 or 3 more problems left but I'll finish them at tutoring after school).

3:00 pm: Passed my AR [Accelerated Reading] exam today on *The Catcher in the Rye* for Ms. Tiberio's. I was a little bummed though cuz I only got 18 out of 20 and the two I missed I knew. Anyways, I got an "A". She even gave us our next book for next month: 1984 by Jorge Orwell. She says that we're going to have to do a group assignment with our gov/econ class. At least the points I made add to our class total: we WILL beat Ms. Jauregui's 9th grader English class for the most AR points this semester! Boo scrubs!

5:16 pm: I just finished tutoring in the Gear Up lab and am waiting for the bus. I got pretty much everything done by myself by I sorta needed some help on the Calculus problems I had

left. Now I only have to read for Ms. Tiberio's English class. We fully have to read EVERY NIGHT. And we read in class now that I think about it. Hey, and we read in my other classes. Read, read, READ! I feel like that's all we do except write...and talk. Whatever, we read alot [sic]. I just saw Jenny again, the 9th grader I met at Summer Bridge. She seemed so shy when she was in the group I facilitated, but now she's running for 9th grade class representative!

9:37 pm: Time for bed. Mom made Lasagna for us and after my brother and I did the dishes we went over to the Wellness Center at school cuz my little brother is totally sick. They gave him some antibiotics though. We didn't wait long. I tried to read but ended up playing PSP with my other brother. Well, good night for now diary.

1 D. Education Plan

SJLA will be abiding by a 4 x 4 schedule, which allows for interventions throughout the day. SJLA instructional methods include cooperative learning and interdisciplinary practices. These have proven to be successful within the district and across the nation through the use of reflective small learning environments. The curriculum will be California standards based and each discipline will emphasize literacy through writing, speaking, reading, and reflection. In order for students to be prepared for a rigorous college environment, each course will be project based, reflective, utilizing discussion techniques such as Socratic seminars, reflective activities and AVID WICR strategies throughout all courses. Moreover, our curriculum will be culturally relevant to our students, especially those at risk. Students will be engaged with the community through service learning, workshops, and meetings. Students will be expected to complete service learning project each year, with a different focus each year. We will be using the support of several partnerships to accomplish this such as TreePeople and the Constitutional Rights Foundation. In its support of whole schools, Facing History (See Appendix A 2.1- A 2.4 for information on Facing History) maintains its traditional consultative role with individual teachers and groups of teachers by providing curriculum resources and suggesting teaching strategies. In addition, program staff will provide the following services to schools that embrace a partnership with Facing History:

- Providing professional development through our weeklong seminars on the primary case studies as the foundational Facing History experience for faculty.
- Consulting with individual teachers teaching Holocaust and Human Behavior and other Facing History case studies in English, social studies, humanities and/or elective courses, while also sequencing the Facing History courses through the years so that they build on each other.
- Providing advice and counsel to the school principal and leadership team on civic education and character development.
- Facilitating on-site professional development for the whole staff to encourage all staff to use common language (ex. bystander, upstander, universe of obligation, choosing to participate).
- Support advisory sessions with resources for discussion and activities to explore identity, group membership (and related issues of inclusion and exclusion), issues of justice and fairness, and ways of "choosing to participate."
- Recommending speakers (scholars, civic leaders, up standers, witnesses to history) for school-wide speaker series.

- Providing assistance with service learning projects, including frameworks for thinking about complex issues students are investigating.
- Providing educational and/of informational sessions for parents on Facing History's themes and content.
- Evaluating the effects of professional development, class work, and programmatic elements on students, teachers and parents.
- Providing the infrastructure for networking among Facing History teachers and schools.

1 E. Community Impact and Involvement

SJLA made the choice to apply for Esteban Torres High School because of our teachers' familiarity and dedication to Garfield High School and the East Los Angeles Community. We want to ensure that we have the opportunity to serve the same population that we have grown to love.

SJLA will meet the needs of the East Los Angeles Community by providing students with a high quality, rigorous education. We have seen students in this community fail repeatedly, and we want this school to provide a space that actively engages students in their learning while preparing them for college and a successful life beyond high school. One of the ways students will be engaged is through work in the community, internships, and meaningful partnerships that further the educational mission of our school. The partnerships that we have formed will help us build a stronger bond to our community by providing links to higher education, intervention, support, and resources. SJLA also would like to see the community school model that is supported by the other pilot applicants at Esteban Torres implemented. In addition, information and communication with parent/community will reflect the languages, cultures, issues, and concerns of multiple stakeholders.

1 F. Leadership/Governance

The design team of SJLA comes from varied experiences that will facilitate an effective and successful school governance. Several members of our group have taken leadership roles at their school and are constantly seeking out professional development and other opportunities to become better educators. The design team will attend summer seminars from Facing History and Ourselves, amongst others. In addition, most of our staff have advanced degrees and are still continuing their education. We will continue to be models for our students by demonstrating to them that we ourselves are lifelong learners, and want our students to be as well. We understand that starting a school requires commitment and dedication. A school cannot be successful without thinking long term and having real and attainable goals. Our school will be successful because we have the long-term thinking to create college bound lifelong learners, innovators, and active leaders. Throughout the process of developing SJLA, our team formed several community partnerships. These partners will be active and valuable participants in our school.

In addition, our school will emphasize parent involvement. Community partners and parents will be part of SJLA's governing council. The Governing Council will ensure that our school will provide rigorous education, accountability, and transparency among all stakeholders. SJLA has several staff members who are in the process of receiving administrative credentials.

Furthermore, others have had experience in out-of-classroom capacities such as dean, co-chair of various learning communities, testing coordinator, and BTSA support provider.

The teachers of SJLA are UTLA members who will abide by the UTLA Pilot Memorandum of Understanding (MOU). If any issues arise that do not comply with the MOU, SJLA will first

seek out a waiver before proceeding with any decisions. In governance meetings, UTLA will be represented. (See *Appendix B1.1-B1.10* for Pilot Addendum)

1 G. Fiscal Plan

As a pilot school, SJLA will develop a budget that emphasizes instruction, intervention, and enrichment. We will always look first at how we can improve the quality of education in the classroom to support the success of our students. As an internal applicant, Local District 5 plans will ensure fiscal solvency and responsibility per LAUSD guidelines and policies. Funding is on a per pupil basis to ensure that there are adequate resources to meet the needs of the students. LAUSD will fund the model based upon the agreements made regarding the establishment of small learning communities and their relationship to the total school population and curriculum.

Part 2: Curriculum and Instruction

2a. Curriculum Map

2a.i. The scope and sequence is clearly presented, aligned with the school's stated mission and the California standards.

Scope of Courses

The SJLA scope for curriculum will centered around the University of California's A-G Subject Requirements with a strong emphasis on Social Justice Leadership that will be promptly implemented after the students matriculate from the 8th grade into the 9th grade. Annual Social Justice Leadership themed units (SJLA PROJECTED EDUCATIONAL PLAN See Appendix C.1) embedded with FACING HISTORY SCOPE AND SEQUENCE (See Appendix C2.1-C2.2) will be implemented cumulatively per grade level to encourage students to partake in a progressive society as confident, empowered, and reflective individuals. Our scope and sequence seeks to prepare students to be 21st century learners who have a global understanding and a passion for Social Justice.

SJLA will welcome incoming freshman students at the Summer Bridge Program with Identity themed units following their summer matriculation. With the guidance provided during the Summer Bridge Program, students in the ninth grade will focus on Human Skills and Identity within the Community. Tenth grade students will build on the ninth grade theme and study Community and Civic Responsibility. With the skills acquired in ninth and tenth grade, students will apply their knowledge through Leadership and Personal Responsibility in the eleventh grade. Ultimately, in the twelfth grade, seniors will integrate all previously studied themes through Independence and Activism. From grades nine through eleven, students will participate in Service Learning Projects that will support the specific curriculum theme at each grade level. In due course, seniors will have afforded themselves the knowledge and ability to partake in internships with our community partners.

SJLA will build a College-Going Culture on campus. Each year, students will be afforded multiple opportunities to research college related topics, such as scholarships, and attend various college trips. Specifically, ninth and tenth graders will participate in local university trips, whereas eleventh and twelfth graders will participate in overnight and/or weekend university trips. In order to encourage university eligibility, students will enter SJLA and construct a personal education plan outlining their high school career that includes managing when they will

take college required assessments. Twelfth grade students will plan, mentor, and implement the Summer Bridge Program for the incoming ninth graders, creating a culture of building a community of leaders.

Students will be required to complete Service Learning Projects that will be focused on a specific discipline at each grade level (SERVICE LEARNING PROJECT OUTLINE See Appendix C3). At the ninth grade level, students will focus on mathematics and participate in a number of Citizen Hours at a non-profit organization to be approved by Advisory Educators. In tenth grade, Service Learning Projects will be SJLA Pilot School-centered or Esteban Torres High School-centered, with a science emphasis. Eleventh grade students will complete Service Learning Projects within the wider East Los Angeles community with an emphasis around English (writing and reading). Note that Advisory Educators must first approve all Service Learning Projects. At the twelfth grade level, students will participate in internships or career-building pathways. These service learning and internship activities are planned to attract engagement and improve learning, critical thinking, problem solving, and an understanding of ethics.

Sequence of Courses

SJLA student graduation requirements will be in line with University of California's A-G Subject Requirements with yearly Service Learning Projects embedded with a Social Justice Leadership and Facing History emphasis (SJLA PROJECTED EDUCATIONAL PLAN See Appendix C1 and CURRICULUM DESCRIPTION BY DISCIPLINE See Appendix 4.1-C 4.3)

English - English 9, English 10, American Literature for eleventh grade English, and Contemporary Composition for twelfth grade English will be offered. Introductory courses to each core class will be offered as well as supplementary core-related electives.

Science - Earth Science will be offered for students in the ninth grade. Biology, Chemistry, AP Chemistry, and Physics will be offered to students from grade ten through twelve. Introductory courses to each core class will be offered as well as supplementary core-related electives.

Mathematics – Algebra I, Geometry, Algebra II, Trigonometry, and Math Analysis will be offered. Calculus will be offered depending on the student population need. Introductory courses to each core class will be offered as well as supplementary core-related electives.

History – US History, Honors US History, Government, AP Government, Economics, and AP Economics will be offered at the tenth, eleventh, and twelfth grade level. Introductory courses to each core class will be offered as well as supplementary core-related electives.

Visual and Performance Arts – Introduction to Art, Painting, Advertising Design, and World of Art will be offered to students across all grade levels.

Physical Education – Students will take a Physical Education class every other quarter between ninth through tenth grade for a total of 4 quarters. Life Science and Health courses will also be offered.

2a.ii. There is evidence of effectiveness with similar student populations and rationale for selection

As an academy Social Justice has built itself around the concept of reflective teaching and learning. This framework has allowed educators to look at the educational practice and students

as areas to improve the learning process. In seeking a means to help our curriculum flourish, Pilot schools seemed like a natural fit, providing autonomy, accountability, and most importantly a commitment to equity. A pilot school framework would enable teachers, students and all educational stakeholders to contribute to the reflective learning-teaching process.

S.J. curriculum is grounded on critical thinking and learning to use resources to create an effective positive change. Educators reviewed testing data collected from the current academy as well as the larger Garfield High School. We found that S.J. academy students' pass rate on the CAHSEE improved to over 70% from 2007- 2010 (LAUSD). In order to increase the student success percentage, SJLA will maintain a consistent focus on literacy as well as integrate educational support systems for all disciplines (CURRICULUM DESCRIPTION BY DISCIPLINE *See Appendix C4.1- C4.3*).

2a.iii. Instructional techniques are clearly articulated and pedagogy supports mission.

Educators will embed a variety of instructional techniques within the pedagogy to support the students' ability to partake in a progressive society as confident and empowered individuals. Educators will also embed strategies suggested by SJLA partners, Facing History and Ourselves (FHAO TEACHING STRATEGIES *See Appendix C 5.1- C 5.3*).

Educators will embed Facing History and Ourselves curriculum (FHAO SCOPE AND SEQUENCE *See Appendix C 2.1- C 2.2*) which allows students to begin a journey of discovery about oneself and others. FHAO describes the journey as an investigation into some of the most terrible atrocities in human history and some of the most appalling examples of collective violence in our world today. FHAO also states that it is a journey into some of the most extraordinary examples of human courage and compassion. The techniques that SJLA will utilize include, but are not limited to the following listed in INSTRUCTIONAL TECHNIQUES SUMMARY(*See Appendix C 6.1- C 6.2*).

2a.iv. The educational plan is flexible and can be adjusted once enrolled students' performance levels and learning needs are assessed

SJLA in collaboration with the other Esteban Torres Pilot Schools will have a 4 x 4 block schedule, to provide students with an educational day that is responsive to their needs. Students will be scheduled in their classes based on CST scores, teacher recommendation and/ or demonstration of student commitment to academic development. A block schedule will provide students with longer class time as well as introductory classes that will provide them the skills needed in order to access the curriculum. Working collaboratively within a block schedule will provide teachers with professional development time to plan, analyze, and reflect on data within the pilot school and with other campuses.

During common planning periods, teachers will be able to construct common assessments with other SJLA educators, and educators from other Esteban Torres Pilot Schools. This collaborative work will enable educators to review data and accomplishments and make any necessary adjustments to the curriculum, as well as continuously connect as educators of a common population of E.T.H.S.

2a.v. Demonstrates the use of differentiated instructional techniques to support the varying ways by which students learn.

As stated previously, several instructional techniques including differentiated instruction, such as: reciprocal teaching, interdisciplinary teaching, thematic based lessons, .etc. which will be used across the SJLA to maintain the integrity and consistency throughout the school. Nevertheless, instructional approaches will be flexible and adapted to the needs of the individual student and the class. Students will be properly assessed prior to determining the differentiated method of instruction in the classroom, and have opportunities to participate in hands-on community based projects, create portfolios, design multi-media presentations, deliver oral presentations, and collaborate with their peers on a variety of assignments and performance based assessments. Furthermore, given that students today are increasingly technology savvy we plan on incorporating the use laptops, iPods, podcasts, and other technology that will engage the students in the curriculum.

For each grade level, every SJLA student will be required to complete a Service Learning Project based around the Curriculum Theme (SERVICE PROJECT OUTLINE *See Appendix C3*). Service Learning Projects will not only give the students the opportunity to collaborate with each other, they will also be exposed to interdisciplinary and inquiry-based instruction. Such projects will be advantageous for all students regardless of academic abilities, learning styles, interests, personal experiences, and levels of motivation as they will be able to contribute in their own individual fashion (multiple intelligences). Moreover, the components of each Service Learning Project will improve the level of literacy within the student population to a greater extent.

Differentiated instructional techniques will be utilized to improve the level of reading comprehension and writing component. Since literacy will be a crucial building block across each discipline, students will be exposed to the English language to a greater extent through the various approaches. Some options for cross-curricular literacy can be found under SJLA LITERACY PLAN (*See Appendix C 7*).

2a.vi. Plan defines strategies and approaches to be used for students who need intervention as well as for accelerated learners.

- 4x4 Block Schedule – With a block schedule, the needs of all students will be met during the school day. The 4x4 Block Schedule provides an opportunity to include intervention courses as a preventive measure for students vulnerable to failure. Accelerated students will have the opportunity to take more core-related elective courses or college-related courses.

- Thematic units from Facing History and Ourselves – Together with Facing History and Ourselves organization, SJLA educators will customize curriculum that will be infused through the various disciplines to analyze ones worth through identity and cultural awareness. Meaningful units will lend themselves to help students build a stronger understanding of the curriculum theme (Human Skills and Identity within the Community, Community and Civic Responsibility, Leadership and Personal Responsibility, Independence and Activism) at each grade level. Students, whether accelerated or with lower level skills, will benefit by becoming stronger individuals.

- Advisories – Students will attend Advisories every day with the same group of students as they promote through each grade level. Having the same group of students throughout each grade level, will allow students to feel a sense of community, personalization, and support. Within the Advisories, there will be a set curriculum that will reinforce the Curriculum Theme per grade level, promote personal responsibility to matriculate and graduate. Using AVID strategies and SJLA's PROJECTED EDUCATIONAL PLAN (*See Appendix C 1*), each advisory student will feel a sense of personal responsibility through goal setting and attainment. In order to assure that all advisories are equipped to meet the needs of each grade level, an advisory council will be

formed of educators of each grade level. The Student Governance Council (SGC) will form its own Advisory Period, where students will meet as a Council to plan and carry out activities as well as work with their faculty advisory on normal Advisory activities, including college guidance and grade checks.

- Accelerated courses, such as Honors and AP's based on CST scores, teacher recommendation and/ or demonstration of student commitment to academic development. With open elective slots, students will have the opportunity to take AP level elective courses at local community colleges.

- Learning Centers will provide students within the general and special needs population. These learning centers will offer tutoring, essential skills, and the opportunity for students to do their work in quiet and supportive space. Students will have the opportunity to reintroduce the lesson through different modalities. The Learning Center will also provide students a different environment in which to understand the curriculum.

2a.vii. If school is using packaged curricular programs, plans to augment these programs are included.

At this time, SJLA will not be using packaged curricular programs. All SJLA courses have been approved by the Los Angeles Unified School District, meet the UC/CSU A-G requirements (*See Appendix C 8*) and the criteria established by the WASC Accrediting Commission.

2b. Track Record of Proposed Curriculum

Facing History and Ourselves brings over thirty years of recognized quality and expertise to the effort of promoting civic engagement in schools by supporting teachers with curriculum, resources and methodology. This internationally recognized educational organization uses an in-depth study of history and the present, literature and science, to help schools teach about the dangers of indifference and the value of civility. Facing History uses timely and relevant resources of today and yesterday to create a "living" curriculum that prepares students for participation in a democratic society. Through this curriculum, students gain multiple perspectives while making informed choices and constantly asking, What do I want to do with my voice? What kind of a world do I want to live in, and how can I make it happen? Facing History's curriculum is structured to support and increase literacy skills for all students; furthermore, students who have participated in Facing History's classes demonstrate heightened social concern and increased sensitivity to the plight of others.

Facing History's effectiveness has been demonstrated in more than 90 studies by independent researchers and Facing History evaluators. Our most recent study of 76 schools in eight cities in the U.S., conducted by independent evaluators, establishes that Facing History's professional development, follow-up coaching, and print and online resources provide teachers with the knowledge and skills they need to be more effective. Evidence showed that Facing History educators increased and sustained their classroom engagement and growth over the two years of the study. Students demonstrated a greater capacity to analyze history and contemporary events, to interpret evidence, and analyze what leads people to make ethical choices. And, the study established that students are better able to think critically about cause and effect.

Studies of the impact on students on FHAO programs documents: greater engagement in learning; increased historical understanding, socio-moral development, and civic knowledge, skills, and dispositions; and reduced racist attitudes and an increased ability to recognize racism, anti-Semitism, and other forms bigotry in themselves and others.

2 b.1. Has the applicant submitted appropriate evidence that the proposed curriculum is standards based; research based, and has been effective for the proposed student population?

Facing History and Ourselves' approach is consistent with California state standards across the curriculum. FHAO's curriculum, pedagogy, and resources have the power to engage all students in their learning. FHAO teaching tools include: student journaling and self-reflection, integrating visual arts into academic classes, listening to/reading from eyewitness accounts from history and today, and using narratives and literature to make subject matter come alive. FHAO's materials and approach asks students to wrestle with what they believe in and how to marshal their abilities to make a difference in the world. FHAO does this by asking students to look deeply at the decisions people have made in history to create both open, free inquisitive societies and dogmatic, closed, oppressive societies. How have scientists used their knowledge, biases, and research tools to better all humanity – or to create exclusionary hierarchies based on race and racism? How can applied mathematics be used to help communities solve problems, and how have the tools of math been misused in the service of autocratic regimes and blind bureaucracies? In short, FHAO helps students to investigate how humans have shaped the world over time, and to learn from the successes and failures of those efforts.

A challenging curriculum for Core Content Disciplines will be designed to comply with the rigorous guidelines stated by the California Standards and Frameworks and A-G Subject Requirements. Core courses are aligned with SJLA and FHAO themes and assessed with department developed common assessments and California Standards Test (CALIFORNIA STANDARDS-BASED CORE CURRICULUM BY DEPARTMENT AND COURSE *See Appendix C 9*).

2 b.ii. For secondary schools, has the applicant demonstrated how they will become WASC accredited, have their course approved by UCOP (University of California, Office of the President) and obtain a College Board number (for PSAT, SAT, and AP Courses)

Social Justice Leadership Academy (SJLA) is committed to providing a college going culture that prepares its students with courses that not only lead to a high school diploma but also encourages students to exceed the requirements of a high school diploma. WASC accreditation, UCOP approval, and obtaining our College Board Code are vital in providing students the opportunity to continue their education beyond high school. The “Cadre of Experts” will be referenced to facilitate the process in providing rigorous courses that meet UC standards and becoming WASC accredited.

Prior to September 2010, SJLA will establish rigorous courses that engage students through the use of Facing History curriculum. The number and level of prerequisites, the level of student work required, depth of key assignments and how the subject specific questions are addressed will define rigor. A social justice lens will guide all interdisciplinary assignments and grade level service learning projects to ensure continuity and college going culture.

Additionally, in the first year SJLA will submit its request for College Board Code, complete and submit the survey for new schools to the UC for review, and have the process of accreditation. SJLA will begin the school year with a junior, sophomore, and freshman classes, each grade level consisting of 125 students. At the beginning of the second school year, SJLA will matriculate a new freshman class and with a successful WASC Accreditation graduate its first senior class.

2c. Addressing the Needs of All Students

SJLA will meet the needs of all students by providing a high quality standards based instruction in all content areas. We seek to prepare every student for graduation and upon graduation is college and career ready. SJLA in collaboration with the other Esteban Torres Pilot Schools will have a 4 x 4 block schedule, to provide students with an educational day that is responsive to their needs. Working collaboratively within a block schedule will provide teachers with professional development time to plan, analyze, and reflect on data within the pilot school and with other campuses. During common planning periods, teachers will be able to construct common assessments with other SJLA educators, and other Esteban Torres Pilot Schools. Doing so will enable educators to review data and accomplishments and make any necessary adjustments to the curriculum, as well as continuously connect as educators of a common population of Esteban Torres High School. In order to make students do not fall through the cracks RTI will be used (*see Appendix C 10* for SJLA ADDRESSING THE NEEDS OF ALL STUDENTS).

2 c.i. Defined plan and sufficient capacity to service the learning needs of Students with disabilities, English Language Learners, Standard English Learners, and other student characteristics

The SJLA student body, a diverse student population of English Language Learners, Students with IEPs (Individualized Education Plan), Honors, GATE (Gifted and Talented Education) etc. will have equal and full access to all curriculums. Educators will differentiate instruction to meet the needs of all the students through scaffolding, SDAIE (Specially Design Academic Instruction in English) and any recommendations set forth in the IEPs.

2c.ii. Plan is well defined for addressing the needs of students in need of intervention, students with disabilities, students with interrupted formal education, and gifted students.

Students in need of Intervention - 4x4 block schedule will allow students the opportunity for academic intervention during the school day using introductory classes that will provide them the skills needed in order to access the curriculum.

Students with Disabilities - The timely completion of all documents related to Policies, Procedures and Federal compliance mandates (IDEA) for Special Education Services will be in place. Special Education Students may need more frequent monitoring for assurance of instructional and behavioral progress.

Accelerated Students - Identified GATE and accelerated students will be scheduled in their classes based on CST scores, teacher recommendation and/ or demonstration of student commitment to academic development.

2c.iii. Define how the school will identify other at-risk students and address these students' needs.

At-risk students will be identified mainly through parent, teacher and staff referral. Impact trained teachers will assess the referrals and refer out students to the in-house Impact Program or to the community services and programs as needed. These measures are to assist the students' academic and personal success. Individual Education Plans will be reviewed at the beginning of the semester with all educators. Students will create an individual high school plan including college-required assessments.

2c.iv. Sets how the school will identify other at-risk students and address these students' needs

Individual Education Plans will be reviewed at the beginning of the semester with all educators. Students will create an individual high school plan including college-required assessments. Students will also be identified at-risk through parent, teacher and staff referral. Impacted trained teachers will assess the referrals and refer out students to the in-house Impact Program or to the community services and programs as needed. SJLA's goal is for students to meet the highest standards. For an outline of our goals please see the ACCOUNTABILITY MATRIX in *Appendix E 1.1- E 1.25*.

2d. Accelerated Learning

Identified GATE and accelerated students will be scheduled in their classes based on CST scores, teacher recommendation and/ or demonstration of student commitment to academic development. The 4x4 block schedule will also be in place to provide accelerated students with the opportunity to take more advanced courses. All students will have the opportunity to participate in accelerated courses based on their academic performance, CST score, teacher recommendation, and/or demonstration of student commitment to academic development. Also, students with disability will be given the opportunity to participate in GATE, Honors, and Advanced Placement with educator and/or parent recommendation. RTI will also be utilized to identify the needs of all learners to ensure that they are supported early and effectively.

2d.i. Plan indicates number of GATE and Advanced Placement (for High School) classes that will be offered and anticipated students served broken down by sub-groups

Once the enrollment of students is determined, the number of GATE and Advanced Placement courses being offered will be established based on the needs of the student population. We will determine this from district data.

2d.ii. Plan also provides details on how they will increase the number of minority students enrolled in these classes.

4x4 block schedule has intervention courses built-in to provide students with the skills to succeed in the core courses. With a stronger academic foundation, more students will be able to enroll in advanced level courses, such as Honors and AP.

2e. Instructional Strategies

2e.i. Instruction strategies are supported with research based evidence

Please refer to INSTRUCTIONAL TECHNIQUES SUMMARY (*See Appendix C 6.1- C 6.2*) for an abbreviated version of the instructional strategies that will be utilized in the SJLA as well as FACING HISTORY AND OURSELVES TEACHING STRATEGIES (*See Appendix C 5.1-C 5.3*).

Part 3: Track Record of Proposed Curriculum Addressing the Needs of All Students Accelerated Learning Instructional Strategies

3a. School Culture And Climate

All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. (As a pilot school we will abide by the LAUSD/UTLA Pilot MOU).

a. Description of Culture: Describe the culture envisioned for the proposed school. How will the school promote a positive academic, behavioral and social environment? Demonstrate how you will establish a small school (400-600 students) and establish a common language that promotes integrity, ethics, and character.

The school culture and climate of SJLA will adhere to the relevant articles of the LAUSD Collective Bargaining Agreements. The founding team is derived from a group of teachers who have collaborated for the last five years to create the Social Justice Academy at Garfield High School. During this time, the teachers united to create a SLC that motivated students by encouragement, theme centered civic/service activities, cross-discipline projects, and other cultural gatherings. This founding teacher team will establish a small pilot school enrolling approximately 375 students the first year, and an approximate total of 500 students the following year, who will 1) be transferred from Garfield and Roosevelt high schools and 2) who will matriculate from three middle schools identified by LAUSD. To establish a cohesive small school from these disparate sources, we have identified five essential principals of the school culture and climate:

1. Excellence in Academics, Arts and Citizenship. The academy expects excellence in academic achievement, artistic performance and conduct. These expectations are well-defined, measurable, and apply to everyone in our school community. All members of our school community are responsible for strengthening a culture that values achievement.
2. Our School = Our Responsibility. Students, parents, teachers and staff choose to join this school community. We are all committed to supporting the school's ideals and objectives, and to supporting our students' achievement.
3. Opening Doors to Learning Takes Time. Extended learning opportunities, both within and beyond the school day, give students extra time to build the academic knowledge, real-world skills and creative habits of mind that prepare them for success at college and in their careers.
4. Results Drive Decisions. Teachers in the academy examine assessment results frequently, and use student achievement data to build students' skills and knowledge, with the goal of preparing all students for success at college and in their careers.
5. We Serve Our Community As Social Justice Advocates. Students will design and carry out service learning projects that serve and benefit both local as well as school communities.
6. Collaboration- Teachers in SJLA will seek out collaboration in order to become better educators for our students.

The Social Justice Leadership Academy will promote a positive academic environment through a high quality instructional design and constant monitoring of students' responses to instruction and intervention. Lessons planned with accommodation for diverse learning styles, engaging activities and strategies that support full participation of all students will help us to build and maintain an accountable culture. Positive language will be used in delineating behavior expectations, and in guiding students to achieve appropriate conduct at school and in all school-related activities. We will promote a positive social environment through an instructional emphasis on team-building, not as an activity that we do in the beginning of the year, but as a constant, necessary underpinning of all classroom learning, school projects and social events. We plan to recognize student success in meaningful ways that will involve the parents, community, and classmates.

Students will be motivated to achieve in the areas of character, ethics and integrity by progressing through stages of responsibility within our school community. All students will have opportunities to take on leadership roles and initiate service learning projects, and students who uphold high standards for conduct or who show greatly improved conduct through their work will advance to greater responsibilities and school wide recognition of their achievements. Also, students will know that they will be held responsible for work that they are assigned in each class through a system of rewards and/or consequences. Some rewards to be used will be certificates (such as honor roll, reading campaigns, etc.), gift certificates, reducing detention hours, and prizes. A few examples of consequences are detention hours, administrative aid, mandatory tutoring (gear up or classroom), Saturday classes, and participating in our community garden.

To set the tone for SJLA our school will require uniforms for all students. Uniforms will create a professional culture, a safe school and common identity. Uniforms will be mandatory for all students as of the first day of school. There will be days when students may divert from the dress code, such as college days and other days that will increase school spirit. In addition, as the year progresses students will be asked to participate in a school logo contest. The winning logo will be silkscreened onto T-shirts and distributed to the students and thereby will be added to the dress code.

To improve student scores on the CAHSEE and CST tests we will be incorporating three different campaigns to improve student outcomes. In early November, we will extrapolate data on each SJLA student and speak to him or her about their score and the campaigns in which they will be involved. To help promote success and exemplary achievement on the CAHSEE we will implement the "380 and Beyond" campaign began in the Social Justice Academy at Garfield High School. This is an Incentive Program where 10thGrade Students will receive 3 Math & English questions from the CAHSEE to support & pass exam the 1st time during the months of Nov-Feb (may change dependent on test dates). The questions are to be answered independently from class work, and must be check/explained to an SJLA English or Math teacher. Upon correctly completing a question, the teacher will award the student with a raffle ticket, to be turned into the SJLA coordinator before lunch on Friday. Raffle winners will be chosen on Fridays during SAC meetings. As the testing date approaches, practice questions will be posted in communal areas to promote independent participation. Incentives will be progressive and ongoing. "The CST campaign" will help raise the percent of proficient learners from the tenth and eleventh graders. It will cover the months of spring preceding the actual test date. Every month a CST subject content are will be focused on and each teacher in that subject will take 1 day per week to review practice questions and test taking skills. Each teacher in a non-subject area will support through 1 warm-up or dispatch question: 5 questions to be completed per week at the teacher's discretion; focusing on test taking strategies such as understanding the question, elimination, and plug-in. The final campaign is the "CAHSEE Rumble" provides support to upper class SJLA students who have not found success with the CAHSEE. This program is primarily aimed at the 11th and 12th grade students who have not passed the CAHSEE. It is a three workshop divided into three different subject areas (1 week English, 1 week Test taking skills, and 1 week Math.) The purpose of the "CAHSEE Rumble" is to assist students in passing the CAHSEE exam. Students will receive intense intervention through 8 hours of after school instruction focused on test taking strategies, as well as English and Math fundamental skills.

A major theme that further develops a school culture for SJLA involves teachers and instructional supervisors in this school helping one another take responsibility for academic success. The following ideals will help build a spirit of collaboration.

1. Continual sharing of ideas - Teachers share ideas daily regarding vital issues of instruction, curriculum, testing, school organization, and the value of specific knowledge.

2. Collaboration - Teachers become involved in team teaching and other collaborative efforts in program development, writing, and research.
3. Egalitarianism- Teachers dispense with formalities, with anyone who takes an interest in a department meeting being given a vote. The quality of ideas is more important than the source.
4. Practical application - Teachers ask themselves: How does what we are doing help students, teachers, and schools? What did we do this week to help?

Students will see that teachers are their direct role models, and in regularly seeing faculty collaborate in this manner they will practice it themselves. They will learn that they have a role in the decision-making process at SJLA, and this attitude will filter down to the community as well.

These are **SJLA's Core Beliefs**:

1. Truth and Transparency - We will practice honesty and authenticity in our communication and relationships with students, our community, our peers, and ourselves.
2. Struggle and Sacrifice - Our struggle is against systems of power that have been historically used to deny, regulate, and prohibit access to the most basic human rights that should be granted freely to members of society regardless of race, class, gender, sexual orientation, or religious belief. We accept the reality that such struggle will require sacrifice from all involved.
3. Ownership and Agency - We will take responsibility as agents and catalysts of change to expose the truth about the functions of power, work (unite) to question their operations to provide meaningful change, and operate as producers of power to meet the needs of the community of East Los Angeles.
4. Collective and Community Power - Through collective community power, we commit to a conscious effort to overcome the intended historical obstacles that have been designed to disempower and divide our communities, and thereby meet the needs of all members of East Los Angeles for continual betterment and progress.

A major goal at SJLA is to build a school wide culture and value structure that supports peacemaking. Teachers will have numerous discussions on how to promote peace and social justice in each classroom and the school as a whole. Representative faculty members will gather with outside experts in daylong strategic planning sessions to develop a vision for the school. The principal and the entire faculty will ponder over the implications of adopting a peace and justice theme, creating a mission statement, and establish a set of four rules (called "Peace Actions") that guide both student and faculty behavior:

1. Be on time, prepared, and ready to learn.
2. Practice academic honesty.
3. Respect personal space, property, and opinions.
4. Promote a positive educational environment through respectful language & actions.

Four important themes that will lead to a socially conscious environment at SJLA are:

1. Remaking school culture (school culture is focused on peacemaking, conflict resolution and critical thinking);
2. Learning to reflect and lead (students learn self-reflection, personal responsibility and social leadership);
3. Integrating social responsibility themes into academics (most areas of the core curriculum integrate social justice issues and the school offers other social justice courses);
4. Promoting service (students participate in community service and seniors are required to complete a "multidisciplinary project connected to a real-world problem").

SJLA expects that our student body will be a unified group, which will openly and honestly discuss issues relating to their campus and community life with each other as well as the community members of ETHS. They will acquire skills in order to think critically about issues and ideas academically as well as in the world around them. They will view the world around them with a more open, analytical mind, with their world expanding beyond East Los Angeles into a more global community to become 21st century learners.

Student Leadership

The Student Governance Council (SGC) will be formed with positions being held by students. Student Body positions will consist of President, Vice President, Secretary, Treasurer, and Historian. Grade Level Positions will include 12th Grade President, 12th Grade Vice President, 11th Grade President, 11th Grade Vice President, 10th Grade President, & 10th Grade Vice President. Grade level representation will include a 12th Grade Representative, an 11th Grade Representative, a 10th Grade Representative, and three 9th Grade Representatives.

SGC will meet as its own Advisory period, with a formal meeting every Thursday, following Robert's Rules of Order. These meetings will be open to the general school population, but only elected positions will be able to vote on issues, particularly surrounding the use of Student Body Funds.

Although the work that the SGC does will form a portion of their service learning requirements, they will still be required to participate with their respective grade-level projects. Because this class will be an Advisement class as well, the Advisory teacher will also work with the students on college guidance and grade reviews.

A major role of the SGC will be to develop and carry-out activities which foster community and school spirit, thereby affording opportunities for students to enjoy coming to school every day and feeling that they are a part of a bigger group. Many activities will be social, such as dances, noontime games, Homecoming, Prom, and Spirit Week. Other activities such the organizing Career Fair, blood drives, food drives, penny drives, toy drives, and school wide academic and other awards assemblies will be civic-minded and humanitarian in nature.

3b. College and Career Readiness:

1. Strategies to expose students to college and career strategies:

Advisory conversations about envisioning/imagining their futures (9th grade), begin exploring career options (CDE websites), PSAT(My Road eligibility), USC career website; student journals;

Parents/caregivers attend sessions, have access 9th grade, to computers/website sites...parent conversations (meetings?) about what they envision for their children/possibilities, realities, options.

Program of day trips to local education institutions (public: community colleges, Cal State, UCs, tech,; military academies/ROTC (leadership); private: religious, secular); upper classes (11th/12th) over nights; utilizing external support groups such as College Match, Posse Foundation, and the Southern California College Access Network.

Schedule: end of 10th/ beginning 11th: students begin to winnow career/college ideas: online search; match internships (12th grade), service learning (11th grade).

2. Strategies to support them to be successful in college and a future career.

Through advisories and the leadership in student government, a series of Habits of... will be researched and developed by the students, providing guidance and expectations of the skills needed to be successful (Habits of Mind, Habits of SJLA students, Habits of Work, etc.). Beginning in the 9th grade students will learn how to work in learning groups and form study teams.

Beginning in the 11th grade, students will be able to take 'early college' classes (Cal State Dominguez Hills, East LA CC), in lieu of AP classes. These classes will be taught on the SJLA site, enabling students to have a close experience with the expectation of high education. In the 12th grade, students will undertake an internship, either during their summer break after the 11th grade or during their 12th grade terms. The Habits of Work inculcated throughout their prior SJLA experience are put into these 'real-world' work experiences.

SJLA will have award ceremonies and other public celebrations of ongoing academic achievement (honors lists, outstanding portfolios, ELL re-designation awards, etc.) that are designed to make explicit and public the values, mission, and work of the school.

3. Defining how SJLA will offer students multiple A-G pathways at the school.

In 2011-2012, SJLA will begin the development of a-g courses that access multiple pathways following the school's themed focus of social justice. This will build on the ongoing programs of grade-level focus outline in the curriculum section, and also the service learning projects of the 10th and 11th grades. The faculty will first identify currently approved UCOP A-G courses that could be offered in the SJLA program; and if desired, will create new electives, seeking UCOP approval, as desired.

3c. Description of Culture College and Career Readiness School Calendar/Schedule

Please see ACADEMIC CALENDAR (*See Appendix D 1*) for school start dates and end dates. Given that Esteban Torres is a new school and under construction we would like to have the right to adjust the start date for the second year.

The SJLA will be on a 4x4 modified schedule with a daily advisory period. On this schedule students take four classes that meet in 80 minute blocks everyday for one quarter of the school year, with two quarters per semester. The schedule is repeated the second half of the school year. This class schedule allows for expanded access to elective coursework and actively integrates intervention. At the end of each semester, students complete a total of eight classes as opposed to six, as would be the case on the traditional period schedule. As a result, students have the opportunity to take all A-G requirements for entrance into UC's, CSU's, and private universities, while still allowing them to pursue expanded elective opportunities that best meet

their academic goals and career interests. This schedule allows students to take fewer academic classes at any one time, thus providing the flexibility to pace curriculum in a more individualized fashion and less classes for students to have to focus on at a time. A ten-minute passing period was added between Period 2 and Advisory to allow students a restroom break if needed. This schedule provides increased instruction time, which is a strong indicator of student achievement at all levels. SJLA plans to use this extra time to engage in effective pedagogy and academic engagement. For the first year the year is set for a 180-day calendar, with each quarter being 9 weeks long, but in future years we wish to expand the calendar to 190 days to have each quarter be 10 weeks long.

Regular Day Bell Schedule

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	8:00 A.M.	8:25 A.M.	N/A	N/A	N/A
Period 1	8:30 A.M.	9:50 A.M.	80	10	90
Period 2	10:00 A.M.	11:20 A.M.	80	5	85
Advisory	11:25 A.M.	12:05 P.M.	40	0	40
Lunch	12:05 P.M.	12:45 P.M.	0	5	5
Period 3	12:50 P.M.	2:10 P.M.	80	5	85
Period 4	2:15 P.M.	3:35 P.M.	80	0	80
			360	25	385 (Required:377)

Professional Development Day Bell Schedule

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	8:00 A.M.	8:25 A.M.	N/A	N/A	N/A
Period 1	8:30 A.M.	9:35 A.M.	65	5	70
Period 2	9:40 A.M.	10:45 A.M.	65	10	75
Advisory	10:55 A.M.	11:25 A.M.	30	0	30
Lunch	11:25 A.M.	12:00 P.M.	0	5	5
Period 3	12:05 P.M.	1:10 P.M.	65	5	70
Period 4	1:15 P.M.	2:20 P.M.	65	0	70
			290	25	315 (Required:287)

Minimum Day Bell Schedule

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	8:00 A.M.	8:25 A.M.	N/A	N/A	N/A
Period 1	8:30 A.M.	9:20 A.M.	50	5	55
Period 2	9:25 A.M.	10:15 A.M.	50	10	60
Advisory	10:25 A.M.	11:00 A.M.	35	0	35
Lunch	11:00 A.M.	11:20 A.M.	0	5	5
Period 3	11:25 A.M.	12:15 P.M.	50	5	55
Period 4	12:15 P.M.	1:10 P.M.	50	0	50
			235	25	260 (Required:247)

Actual Minutes 65,320 (Required: 65,300)

The 8:30 am start time allows teachers to attend Professional Development in the mornings before school every Tuesday, when they are most productive. They can also meet additional days from 7:00 am - 8:00 am as needed, or even after school on PD days as needed. Studies also show that students do better in school with a later start time, especially since Garfield and Roosevelt High School students are accustomed to starting school at approximately 7:30 am.

3d. Extracurricular Activities

Besides the rigorous A-G academic requirements for SJLA, students will have support activities and support services to address their social and emotional needs. A Social Justice activities calendar will be developed collaboratively by all stakeholders that will include activities of social responsibility themes, promotion of service to community and student-parent activities. Such activities might include Town Hall meetings, Dia de Los Muertos community event, intramural teams, social and school clubs during and after school hours.

To meet the emotional needs of the students we will incorporate intervention and prevention measures as well as to facilitate community, on site and off site organization services to assist students and families that require more intense assistance. Impact Program intervention and prevention curriculum will be available for all students during advisory meeting time. This program will target the areas of need in Alcohol, Tobacco, and Other Drugs also, Students of Concern and Students in Crisis situations as well as Grief. All these services have the main goal of assisting students in achieving academic success.

Interscholastic Athletic Activation

The Principals of Esteban Torres High Schools will determine the sports programs and levels in analyzing the athletic facilities that are identified for competitive sports. The Principals will meet with SOTU to make decisions on athletic equipment. The Principals will meet with the Director of Interscholastic Athletics to re-visit what the school's athletic program can maintain and the recommendation of when an Athletic Program can begin at the school site. The Principals will determine the budget allowance, and select an Athletic Director to create expectations and a collective school's philosophy to start an athletic program. The Athletic Director will hire coaches, review with them IAC and CIF rules. The Athletic Director will also

review with them health and safety concerns, Athletic student paperwork, and coaching requirements. The Athletic Director will serve at the discretion of all five Principals.

Student Participation

Interscholastic sports teams composed of boys and/or boys and girls shall be conducted in accordance with the CIF-Los Angeles City Section Bylaws. Girls' interscholastic sports teams shall be conducted according to these CIF-Los Angeles City Section Bylaws, including certain additional rules and modifications pertaining to girls' sports teams and mixed (co-educational) sports teams.

Team Designations

Schools shall designate the type of team for each sport according to the following:

1. Student Team: Whenever the school provides only a team or teams for boys in a particular sport, girls are permitted to qualify for the student team(s).
2. Boys' Team: Whenever the school provides a team or teams for boys and a team or teams for girls in the same sport, girls shall not be permitted to qualify for the boys' team(s) in that sport, nor shall boys be permitted to qualify for the girls' team(s) in that sport.
3. Girls' Team: Whenever the school provides only a team or teams for girls in a particular sport, boys shall not be permitted to qualify for the girls' team in that sport unless opportunities in the total sports program for boys in the school have been limited in comparison to the total sports program for the girls in that school. Permission for boys to qualify for a girls' team must be secured through petition by the school principal to the State CIF Federated Council.
4. Mixed Team (Co-ed): Whenever the school provides a mixed or coed team in a sport in which the game rules designate either a certain number of team participants from each sex or contains an event that designates a certain number of participants from each sex, boys shall not be permitted to qualify for the girls' positions on the mixed team nor shall girls be permitted to qualify for the boys' positions on the mixed team.

3e. Discipline Foundation Policy

It is the philosophy at Esteban Torres #3 (ET#3) that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At ET #3 this will be achieved through the adoption and implementation of a consistent school wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District's Culture of Discipline: Guiding Principles for the School Community (Attachment A BUL- 3638.0) and Culture of Discipline: Student Expectations (Attachment B BUL-3638.0).

School –Wide Strategies To Ensure The Safety Of All Students

Role Of Stakeholders /Teachers

The teachers at Esteban Torres #3 must establish and maintain an unwavering commitment to providing a sound educational community for all learners. This commitment includes both comprehensive and effective lesson planning and instruction, and the establishment of a positive classroom environment with clear expectations for student behavior. At the start of the school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Further, they are responsible for establishing

and consistently applying a set of clear consequences for behaviors-both positive and negative- in the classroom. SJLA will have common consequences and common expectations for behavior in all classrooms. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis utilizing multiple teaching strategies including, but not limited to, role play and simulation. Finally, teachers are expected to communicate with parents and students on a regular basis about student performance and behavior in the classroom, and to document these interactions. We will also be exploring the possibility of looking into web-based programs that will allow for teacher/parent communication including attendance, grades, and posting of assignments.

Other School Staff

All other staff at Esteban Torres #3, including administration, coaches, coordinators, paraprofessionals, office staff, and custodial staff are also expected to maintain an unwavering commitment to providing a sound educational community for all learners. To this end, other school staff members are expected to be familiar with the school wide behavioral expectations and must take responsibility for guiding the behavior of all students in a positive and consistent manner. SJLA plans on sharing the library with the other school on site at the Esteban Torres High School campus. This staff will be consistent with the mission and vision of SJLA.

Students

Students at Esteban Torres#3 are expected to be familiar with all behavioral expectations, both school wide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must make behavioral choices that contribute to their safety and the safety of others. They will be expected to abide by these guidelines in all that they do on the school campus in order to create a peaceful and productive learning environment. If students do not abide by the SJLA discipline policies they will be subject to progressive discipline that involves the parents. The main goal of this discipline will be for the students to be successful.

Parents

Parents at Esteban Torres #3 will be taught, mentored and must be familiar with the school's expectation for student behavior and related consequences. Parents will be responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The school will expect parents' support in reinforcing behavioral expectations. When consequences for inappropriate behavior must be implemented at school, parents should follow up at home to be sure the behavior does not reoccur. When parents need support in getting their child to be successful SJLA will seek the help of our community partners and offer whatever support in our power.

Plan To Address Safety And Discipline Issues

The following is a list of example behaviors that will result in consequences. All referrals to the office must be accompanied by a referral slip with the student's first and last name, their grade, date, teacher name, time and prior interventions offered. Office referrals serve as a record, and provide data regarding school wide behavior trends. The trends will be inputted into SIS/ISIS. Students will be provided with an opportunity for due process by writing about what occurred during the event.

The following are examples of behaviors that, unless persistent and dangerous, will be addressed in the classroom by the teacher, and if necessary the parent will be contacted:

- Use of bad language, name calling, including racial slurs
- Minor fighting or pushing, instigating a fight among others
- Being disrespectful to adults and other students
- Inappropriate clothing
- Taking others' belongings

The following are examples of behaviors that are considered major offenses and will result in administrative and or police intervention:

- Improper touching (sexual)
- Threatening bodily harm
- Major fighting
- Selling/possessing/using drugs on campus
- Defacing school property
- Weapon on campus
- Severe harassing or bullying

These serious offenses may be followed up with district crisis intervention and or a district threat assessment.

Part 4: Assessment and School Data

A school cannot be successful without effectively using data to drive instruction. SJLA is committed to using data to meet the needs of our students. While it can be difficult and time consuming to analyze and use data SJLA sees it as absolutely necessary to accomplish the mission and vision of our school.

SJLA is dedicated to data driven accountability to make sure that the data our students produce is used to improve instruction promote improved student learning school wide. We welcome the challenges of state and federal requirements; we see each challenge as a means to make our students can be successful anywhere. We will have clear rubrics and goals for students and faculty and the support necessary to make sure they are understandable and attainable.

Data will include all student work, formative and summative test results, state tests, and other information that will help accomplish the SJLA mission and accountability goals (see ACCOUNTABILITY MATRIX *See Appendix E1.1- E 1.25*). SJLA will also use data collected by other E.T.H.S. Pilot schools and compare the progress of each school. There will be several professional development opportunities for the faculty to analyze and study the data that have been compiled.

4a. Educational Goals and Metrics

Based on the information and data collected by the feeder schools' patterns, SJLA will maintain a target growth of 10% per year for CST score per subject area for the next five years. We will increase our attendance rate by a minimum of 1% per year for the next five years, until our target of 97% have been attained. Our graduation rate will also increase by 8% until we reach a full 100% graduation rate. Please see accountability matrix for specific details regarding goals and strategies. Also see *Appendix E 3.1 –E 3.10* for goals and metrics for first five years of operation.

4b. Student Assessment Plan

Student course requirements for graduation will be aligned with the UC and CSU A-G requirements for admission. Thus, students will have taken the required years of English, Mathematics, Foreign languages, Social Studies, and Science. Students will have to take the State Standardized Tests such as CSTs and CAHSEE exams. To promote a college-going culture within the academy, students will be required to take the PSAT, SAT and ACT. Educators will use a number of methods to assess students such as exams, writing compositions, portfolios, projects which will all include technology components. (see SJLA STUDENT ASSESSMENT *Appendix E 2*)

All formative and summative assessments will be aligned with state standards. Teachers will use standards based instruction so students will be prepared for any assessment that they encounter. We plan on creating department developed common assessments. During the first year of existence SJLA will utilize LAUSD periodic assessments to gauge student outcomes and to provide a benchmark. Within the first year teachers will create common subject periodic assessments. After the first year SJLA periodic assessments will be used. Teachers will also emphasize essential standards that are stressed on the CST and indicated in the SJLA focus standards.

4c. Data Team and Instructional Team

Our data team will be made of the members of the governing council with an open door to the rest of the faculty to participate as well. SJLA will also have interdisciplinary teacher teams as well as content based teacher teams. Part of their function will be to analyze and use data to improve instruction and make recommendations to the governing council. The data will be displayed in a clear and understandable format for faculty and staff to understand and the relationship of the data to our goals are and how we are going to accomplish them.

4d. Data Systems

SJLA will to share data with LAUSD that fulfills the requirements of the Modified Consent Decree. SJLA will utilize the Integrated Student Information System (“ISIS”) to track student records and identity services. We will use LAUSD Modified Consent Decree indicators to measure progress of students with disabilities.

4e. LAUSD School Report Card

SJLA will constantly track and provide updated information to be used in the LAUSD School Report Card and make the report card available to parents and community members.

4f. Research and Evaluation

SJLA agrees to participate in research and/or evaluation projects with LAUSD, higher education institutions and/or research organizations. We welcome surveys or interviews with teachers and

parents to understand factors associated with student performance. We welcome outside review of our school's performance and achievement metrics, as well as other indicators of progress that may be used to help our school with continuous program improvement. We encourage educators to seek action research methods to improve the quality of their teaching and educational experience.

4g. Operational Goals and Metrics

Social Justice Leadership Academy (SJLA) will use the operational goals and metrics described in Operational Goals and Metrics (*Appendix E 3.1-3.10*) tables to measure its overall operational progress over the next five years.

- i. SJLA will continue to use NCLB accountabilities to measure progress.
- ii. SJLA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. SJLA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Teacher retention

Throughout the teacher hiring process, we will work to help prospective teachers understand the culture of and expectations at SJLA so that they can make an informed decision about teaching at SJLA.

We will establish a program to be supervised by the Lead Teacher of weekly conversations, collaborative learning groups, classroom observations, community-building and professional development activities to provide resources and supports for beginning and 'new to SJLA' teachers.

We will use BTSA services that help to track teacher workplace satisfaction as well as the resources available to insure teacher retention.

We anticipate that with the small autonomous school elements, teacher efficacy will be significantly increased; we have found that two reasons teachers leave – change in personal circumstances, e.g., getting married; and housing/commuting issues tend to be beyond our support capacities.

Financial Targets

Meeting established goals to maintain supplemental resources i.e. QEIA funding

Maximizing the effectiveness of ongoing supplemental resources i.e. Title I/ ELL

Explore all waivers, exceptions and special allowances available to us for using existing resources to address the specific instructional needs of our students. (We attempt to explore every viable, appropriate use for the existing funding currently allocated to our school.)

Stretch existing funding to its fullest by opting for non-traditional procurement of goods and services. (If one of our pilots is adopted, we will be able to take advantage of its flexibility for necessary expenditures.

We will take a more business-oriented approach when making decisions that are designed to support instruction. (We need to have a thorough examination of each major expenditure, and ensure that they are student-driven procurements and only for programs and supplemental materials that have a significant and verifiable performance record.)

We will further refine our finance committee to make certain that the goals set forth in our instructional plan are supported with each major financial decision made at the school site, and will develop a 3-5 year strategic plan with budget target and goals.

We will invite greater participation from all stakeholder groups with regard to financial decision-making and encourage them to help insure greater accountability as to how resources are used to support instruction.

Part 5: Professional Development

Professional Development

The Social Justice Leadership Academy's goals for professional development include the analysis of data to guide instruction, thereby improving student achievement both in standardized tests scores as well as in authentic assessments, such as portfolios and simulations. The faculty recognizes the importance of standardized testing in modern academics. Therefore, the faculty plans to include extensive data study, which will directly affect the instructional program, through use of strategies such as the ATLAS Protocol to study CST and CAHSEE scores, and analyzing and reverse engineering released test questions. The faculty will also utilize professional development time to share focus questions from each subject. All classes will focus on one core subject each month. The focus teacher will provide all other teachers with sample CAHSEE and CST questions to periodically review with their classes as a dispatch. Periodic assessments will also be used; they will be developed by each department/PLC as part of professional development time and during common planning time, in order to achieve a more authentic evaluation.

Another goal for professional development is to promote student engagement and motivation, and towards that end, to promote student volunteer work and service learning. Studies show that volunteer work and service learning projects engage students as that they are authentic ways to access the curriculum using real-life/real world issues that need solutions. The faculty will work with partner organizations to develop service-learning projects throughout the students' four years at SJLA. The projects will rotate amongst the different subject areas and directly tie in to the core curriculum. As the service learning projects focus on one subject area, classes in other subject areas will support the projects in their own classes. In other words, students will work on their service learning projects in all classes, in various capacities and to various extents.

Partners, such as Facing History and Ourselves, the Constitutional Rights Foundation, Cal Serve and The Cesar E. Chavez Foundation will guide the faculty in the development and execution of authentic, engaging service learning projects.

Professional development related to instruction will center on areas, which the faculty has identified as areas for further growth. Because the faculty is skilled and diverse, they will teach each other by promoting best practices and studying student work, as well as contracting outside support. Teachers will organize themselves into Professional Learning Teams across departments as content-based teams, to monitor the implementation of best practices introduced by professional development, and to study resulting student work to determine the effectiveness of each practice. The 8:30 am start time allows teachers to attend Professional Development in the mornings before school every Tuesday, when they are most productive. They can also meet additional days from 7:00 am - 8:00 am as needed, or even after school on PD days as needed.

The faculty will also observe the implementation of best practices in the classroom setting as well, not just intra-disciplinarily but also across disciplines. The faculty is committed to spending summer breaks advancing their learning with at least one yearly professional

development retreat (as funds allow) and several summer meetings. Teachers will also participate in professional development for five days after the last day of school.

The design team has identified areas on which to focus professional development, including the following:

- Teaching in a block schedule/quarter schedule format
- Analyzing school report cards
- AVID strategies
- Facing History and Ourselves

Facing History and Ourselves has a strong track record as a partner of choice for schools providing professional development to staff and increasing teacher efficacy and engagement—thereby keeping the most effective teachers in the schools that need them the most. FHAO provided struggling schools with ongoing, school wide, high-quality professional development resulting in teacher reinvigoration and increases in teacher commitment. All SJLA faculty will also be attending FHAO Seminars over the summer break.

- ATLAS protocol/analysis of student work
- Vocabulary building
- Literacy building
- Interdisciplinary instruction
- Scaffolding and modification of grade-level instruction for special population students (including GATE and EL learners)

Teachers will also be expected to be part of various professional organizations such as collaborative learning teams.

Teacher Orientation

For new teachers, induction will include thorough support for the successful completion of Beginning Teacher Support and Assessment by our resident support providers. Each support provider will also serve as a personal guide and mentor throughout the new teacher's first year, in order to familiarize him/her with the routines, structures, and culture of the school. These new teachers will work together in a cohort support network. They will also regularly be given coverage to observe fellow teachers in their classrooms. New teachers will be assigned to a collaborative learning team alongside veteran teachers. The faculty will have monthly New Teacher meetings to acculturate them to the schools and LAUSD's customs and requirements. New teachers will be assigned, as practicable, a classroom located amongst veteran teachers who can provide immediate support in classroom management. Finally, new teachers will be assigned a minimal number of preps that are in line with the collective bargaining agreement. For existing teachers, acclimating them to the school will include regular observations of other teachers, both intra-departmental as well as across disciplines.

PD Calendar

(See Appendix F 1.1-F 1.4)

Program Evaluation

For each professional development date, attending staff will fill out evaluations, which the Leadership Team will analyze. The Leadership Team will use the evaluations to guide choices for future professional development. Particularly with regard to professional development, standardized test scores will be analyzed by the teachers in their Professional Learning Teams; focusing on the effectiveness of the strategies used. Students will also be asked to fill out student evaluation sheets on their teachers at the end of each quarter.

Part 6: Professional Culture

A. Professional Culture

The Social Justice Leadership Academy (SJLA) understands that collective effort and intelligence are the most powerful forces for academic improvement. Consequently the SJLA is designed as a Professional Learning Community (PLC) where teachers, using student data in order to differentiate instruction and modify their teaching, will address the varying needs of the student population we serve. Teachers will have a regular schedule of formal meetings where they focus on the details of their lessons and adjust them on the basis of assessment results. In order to promote progress, teachers will be encouraged to celebrate short-term results that will create momentum towards improvement. Teachers will collaborate by recognizing and sharing the best about what they already know. Best practices will be refined until a “culture of experimentation” exists. Teachers will work in grade level teams and depend on each other as opposed to outside experts. Successful team meetings benefit both novice and veteran teachers since they honor and empower teachers and their intelligence. Implementing what we know and reflecting in collaborative teams about teacher practice, further supported by classroom visits, will become a cornerstone of our newly created professional culture (Schmoker).

B. Evaluation

Research indicates that more students will reach higher academic achievement in schools where the instructional leadership and practice embraces high standards in a positive professional school culture. To this end, every staff member at our school will be an instructional leader responsible for creating a curriculum continuum that addresses the needs of all learners. Monitoring, reflecting, and making adjustments to the teaching of essential standards will be a priority. Monthly meetings will be held to review teaching practices to identify challenges to ensure that teacher teams continue to analyze student data and upgrade instructional plans in order to develop critical thinkers across the curriculum. Formative and summative assessments will inform curriculum mapping continuously. Monthly meetings also provide an opportunity for teams to reflect on results, discuss problems, and identify support from various research-based sources. The SJLA believes that through courage and commitment we will develop a depository of exemplary practices to be shared in our professional learning community and others. Technology will afford us an added opportunity to celebrate our successes with our community at large.

The following forms of evidence will facilitate monthly reviews of grade level teams:

- Formative assessments – with results achieved
- Grade books
- Learning logs
- Student work

In addition to the administrator, department heads and coordinators can also conduct reviews. Evaluators will be looking for evidence that teachers are:

- Teaching, year-round, to a viable, agreed-upon curriculum that includes plenty of reading, writing and critical reasoning.
- Working in teams to produce ever-improving, short-term assessment results.

In addition, teachers will be asked to answer the following questions:

1. Where are students in terms of academic progress at the beginning of the school year?
2. What am I planning to do to help this group of students succeed this year?
3. Where are the students at mid-year?
4. Where are the students, in terms of academic progress, at the end of the school year?
5. How much progress did the students make?

The administrator, department heads and/or coordinators will make multiple, unannounced visits in order for evidence to be consistent. In order to facilitate reviews, a formal dialogue process that includes agreements and assurance, will be utilized (*See Appendix G 1. I for SAMPLE AGREEMENTS*) Teacher evaluation will be modeled after the Alexandria City Public School system's Performance Evaluation Program (PEP), a comprehensive teacher evaluation system with four components: formal observations, informal observations, teacher portfolios, and academic goal setting. PEP draws from multiple data sources that paint an "authentic portrait" of the complex nature of teaching. PEP links teacher evaluation to student achievement via the academic goal setting component, which requires teachers to set annual quantifiable goals related to their students' progress. (*See Appendix G2 for DEFINITIONS OF MAIN DATA SOURCES*) Student assessment measures must be closely aligned to the curriculum.

The following is a list of assessment strategies and examples of data sources to be used for the documentation of student learning:

- Criterion-referenced tests (e.g., California English Language Development Test)
- Authentic assessments (e.g., portfolios, projects, writing assessments)
- In-house tests (e.g., periodic assessments, teacher-made tests)
- Standards-based assessments (e.g., California Standardized Tests, California High School Exit Exam)

At the beginning of each school year, teachers collaborate with administrators to develop at least one SMART goal for improving student learning. (*See Appendix G 3 for SAMPLE GOAL-SETTING FORM*)

The advantages of PEP are that it:

- Encourages teacher reflection and data-driven decision making.
- Fosters teacher collaboration and collegiality.
- Process enables teachers to be active participants in their evaluation.

- Emphasizes formative as well as summative evaluation.

c. Feedback

The evaluation of administrators is among the most vital, high-leverage tools for promoting improvement in schools. The SJLA principal will document that teacher teams have analyzed annual achievement data to set measurable subject-area goals and to formally identify where teams will concentrate their efforts. The principal will also document that each team has constructed a curriculum map that contains only the most essential learning outcomes for every course. The principal will look at evidence that teams are crafting and improving lessons and units together, adjusting their instructions on the basis of formative assessment results. The principal will document evidence that includes the following: schedules, protocols and team norms, team lessons, and small wins. SJLA will promote professional development for our administrator to make sure they have the proper support and training for these roles.

The Multidimensional Leadership Assessment (MLA) model will be utilized to evaluate administrators of the SJLA. MLA is a proactive approach whose fundamental purpose is to improve individual and organizational performance. All leaders of SJLA must have an expectation to grow, develop, learn and improve; guided by proactive evaluations, leaders will identify specific areas in which development and growth are most needed. A Presto leadership evaluation will be followed (*See Appendix G 4 for PRESTO LEADERSHIP EVALUATION and Appendix G 5.1- G 5.8 for LEADERSHIP PERFORMANCE MATRIX*).

Part 7: Serving Specialized Populations

7a. Special Instruction

SJLA will take every measure to personalize the learning of each student through a social justice lens, of equity and access—building on the strengths and responding to the needs of each student with the development of an Individual Education Plans (IEP). For all students, Esteban Torres H.S. will be a community of learning in which they are known personally by a team of caring educators who will keep track of their progress (Individual Learning Plan, ILP) and transition them to the next level. As part of this process, teachers will ensure that each student has mastered a set of competencies both relevant to their needs and the goals of SJLA before they can matriculate to the next level. The instructional program will be organized to accommodate key transitions and needs in the high school careers and beyond of its students. The goals of the SJLA programs are:

- to support the school-wide ethic of high expectations
- to promote independent, critical thinking
- to help students become socially and emotionally well-grounded
- to foster respectful learning relationships among parents, students and teachers
- to provide a strong academic and instructional focus
- to develop self advocating students

Every member in SJLA will develop the Three C's; being capable, connected, and contributing members within the school and their community. Our community will use the Pedagogical Triangle developed by Facing History and Ourselves to foster intellectual rigor, emotional engagement, and ethical reflection. We will use team-teaching strategies, inclusion models, project based learning, inter-curriculum lessons, and SADEI strategies (*See Appendix C 6.1- C6.2 for INSTRUCTIONAL TECHNIQUES SUMMARY*). Lastly, technology and the arts will be incorporated throughout the school both as tools to express and to highlight the voices of our students.

7a.i. Special Education

SJLA is committed to developing self-advocating students and providing them with a free and appropriate public education (FAPE). The District Policies and Procedures Manual (PP&M), regarding the delivery of Special Education Services will be explicitly followed as outlined in the PP&M Manual, the positional papers, all bulletins, reference guides, and memos. SJLA will utilize the expert services of Support Unit East as a resource for the maintenance of Best Practices and will review the MCD data and progress reports on a quarterly basis. Students will take an active role in the development, management, and promotion of their education by utilizing the skills learned in AVID, IMPACT, the use of the Learning Center, inclusion, Special Day Program (SPD) and mainstreaming models. Students with an IEP will take an active role in creating their own yearly goals and present levels of performance. Student and teacher will collaborate with the collection and analyses of the student's work, multiple assessments, and in the writing process for their own IEP. IEP meetings will be student led and the IEP team will facilitate the meetings. Welligent will be used to develop, present, and monitor student IEPs and services. Special education teachers will work cooperatively to review and develop all IEPs during PD and common planning periods. All meetings will be posted in a calendar and made available to all staff. The calendar will consist of all members in the IEP team, date of meeting, time and location. Parents will be contacted to set up appointments to fit their schedules in order to improve parent participation. By implementing and involving these procedures, SJLA intends to create a more transparent and accountable system that meets the needs of all its stakeholders. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits.

7a.ii. Students with Disabilities

Garfield High School will continue to provide a free, appropriate public education in the least restrictive environment (LRE) to all students with disabilities including those with moderate to severe disabilities and students with disabilities ages 18 – 22. Our Resource students will participate in a fully inclusive model. They will receive 100% of their A-G requirements in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream and programmed accordingly. In our program design, the student will be central in the decision making process for placement. The student and the IEP team, consisting of the student, the parents/guardians, the general education teacher, the special education teacher, and the academic/guidance counselor(s), will be responsible for determining what percentage of time and what classes are best suited to meet the needs of the individual student. The determination will be based on the student's previous successes in meeting their academic goals and having displayed the appropriate social skills needed to successfully mainstream. The determination will be based on student strengths, interests, and the ability to meet previously set goals. SJLA understands that creating a rich learning environment requires all its members to work at a higher standard and maximize their abilities in the appropriate environment (LRE).

7a.iii. Extended School Year

Understanding the system exigencies of the implementation phase, SJLA will plan a summer 2011 Extended School Year (ESY). In our initial school year we will only hold a summer ESY that will cover English, math, social studies and science taking into consideration the needs of the students and the constraints of proper funding.

In our second year, SJLA will provide two opportunities in the school year to participate in ESY services; the winter break and traditional summer classes. Core content will be made available alternating between English and math in the winter break and English, math, science and history in the summer. Elective courses will be made available to all students during both breaks. Special education teachers will teach in self-contained classrooms. Resource students will participate with their general education peers in summer programs that are available. All ESY Special Day Programs (MR,AUT,LD,ED) will be available one time per school year. All SWD are encouraged to participate in the SJLA Summer Bridge between 8th to 9th grade.

7a.iv. English Language Learners

The student population at SJLA will be primarily Latino, including immigrant students from Mexico and Central America. Approximately a fifth of these students will be English Language Learners. For this reason, SJLA will promote a bilingual, bi-literate, and multi-cultural school that will be supervised by a bilingual coordinator. SJLA will use the annual administration of the CELDT and prior identification by the feeder schools to identify ELL and SEL students. The curriculum for all students will embody a language development approach that preserves and enhances the native language of a student and all skills previously learned. Inter-disciplinary teams will focus on identifying exemplary models for instruction including arts integration and technology through cooperative learning models. Interdisciplinary teams will continuously look to develop methods of improving academic achievement for English Language Learners (ELL) during PD. Collaborative meetings will share out successful research based strategies utilized by SJLA, to continue to develop curriculum that incorporates student's strengths and successes.

7b. At Risk Students (Students of Promise)

According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. Esteban Torres' demographics are similar to those of urban-low income neighborhoods. Teachers, students, parents, counselors, clerical and all other support staff will be trained to report students who demonstrate behavior needing intervention. All of the stakeholders will be trained to use the current District referral system, SWISS, to refer and catalogue any and all events. Implementation of IMPACT will provide the intervention for our students. Interdisciplinary projects and service learning projects will provide opportunities to explore alternate behaviors and the positive effects that they have on communities and lives. SJLA's Summer Bridge Program and 9th grade curriculum will revolve around the Human Skills and Identity within the Community theme is aimed to help students deal with identity issues. Hiring a school site psychologist will also be highly recommended to share among Esteban Torres' small schools. Title I will also provide free/reduced meals to students identified with a low social economically status.

Part 8: Family and Community Engagement

a. Identification

The background of the students attending the Social Justice Leadership Academy is predominately Latino (99%) from Mexico and Central America. They comprise the Garfield High School attendance area, a lower socio economic class with multiple generations in the community along with newly arrived immigrants. Many students are children of alumni who continue to live in the area and instill strong community pride. Garfield High School, established in 1925, has one of the largest student bodies of all campuses in the Los Angeles Unified School District with 4,657 students on a year round school calendar. Recently Garfield

has been labeled a low performing school on the California Standards Test with 46.7% remaining below or far below proficiency in English by the 11th grade. 89% percent are economically disadvantaged, with a 21% drop out rate.

The Social Justice Academy (SJA) Small Learning Community was formed 5 years ago when Garfield received the federal small learning community grant that enabled the school to create the small learning communities. The SJA was formed to provide students with cultural relation to their identity and education to support teachers who were willing to work in teams and use interdisciplinary instructional strategies.

The SJA has established working relationships with parents, students and community partners in a smaller setting so that they do experience the personalization of family and community. Parents and students have participated in the development, governance, and curriculum of SJA as part of the Design Team, and have given input and feedback through surveys, the Parent Council and other school events.

b. Family and Community Engagement

Family and Community engagement is reflected in all aspects of the Social Justice Leadership Academy and makes possible authentic parent participation as shared decision makers, creators of their children's education, while also being responsive to their family needs. The SJLC will promote a school climate that serves as a pillar for the community. SJLA does support the community school model that is part of the other pilot school proposals for Esteban Torres High School. Listed below are examples of how parent and community engagement is embedded into the school structure (*See Appendix H1.1-H1.12 for Community Outreach Evidence*).

1. Curriculum- The Facing History and Ourselves core principles and curriculum resources above foster dialogue and communication between the students and their family members. With the curriculum theme from human skills and identity within the community, students will explore their own cultural identity. This exploration will include interviews of family and community members, developing projects including service-learning projects. A 100-hour requirement of community service during the four years of attendance will be required for all SJLA students, which includes an internship at a nonprofit organization in 12th grade. This experience will strengthen the student's sense of civic engagement and contribution to the community. Community service is designed to enrich student's high school experience by increasing their sense of compassion and caring for others. Community service will include volunteer service, student's individual projects and portfolios, blood drives, voter registration, food and toy drives.

2. Parent Involvement and Governance- Parents and community members will be active partners in all aspects of the SJLC and governance structure. The Governance Council will include parent, student and community members who will make decisions regarding the school hiring, activities, budget, professional development and instruction of the SJLC (see governance). There will also be a parent council created to encourage parent involvement, leadership and to coordinate parent workshops and meetings. Parents will also participate in student led conferences once a semester and participate in IEP meetings when deemed necessary for student progress.

3. Creating an inclusive school culture- The Esteban Torres School Complex will provide community services including tutoring/ after school programs, college classes through our university partnerships, health and counseling services through Healthy Start and Impact. We plan to implement the following programs to support the entire student body throughout the Esteban Torres campus: College Fair, Community Career Fair, Student Career Fair, Professional-

Power Lunches, Dia De Los Muertos Annual Exhibition, Human Services Job Fair, Environmental Awareness programs and Impact. Social Justice Leadership Academy plans to integrate community outreach through: College Trips, Oral History Projects, and a Health and Food Fair (to include the local farmer's market). We encourage the community to support our students' educational experience through organizations such as: Lawyer Mentoring Programs (LA County Bar Association), and College/ University Mentoring Programs to name a few. We will conduct surveys and listening circles to find out what parents want and need in the education of their children, in order to make the school centered on the family. This will include utilizing school and community partnerships to support parent learning such as English Language classes and citizenship classes.

c. Community Engagement

In the past, LAUSD has partnered with academic and civic organizations in order to accelerate student achievement and facilitate school transformation. Our goal is to ensure that partners with proven expertise, such as professional development, technical assistance, data analysis, and community engagement, bring their passion for children and additional resources to help schools focus on improving student achievement. One of the main results of these partnerships is a community driven process that involves everyone.

Our goal is to ensure all of our schools offer high quality educational options to students based on the following core principles:

- Student Achievement: Students will graduate with the academic skills necessary to be successful in college, work, and life.
- Quality School Choice: Work together to create a family of schools (Pre-K through Adult Education) in every neighborhood, so every child has immediate access to quality schools.
- Effective Staff: Recruit, develop and retain talented teachers and school leaders who are knowledgeable and passionate about education-for-all students.
- Applying Promising Practices and Lessons Learned: Apply lessons learned to support success in all of our public schools and for all students, and to encourage positive transformation in public education. Successful schools share their best practices with other schools in the district.
- Mutual Responsibility and Cooperation: Both the District and partners share a responsibility for supporting student success. All stakeholders are expected to work constructively and cooperatively with a focus on students.
- Equity and Access: Assure that all new schools are open and accessible to all students regardless of special needs, disabilities, family status, language needs, etc.

Community Partnerships

Social Justice Leadership Academy (SJLA) has developed over its prior year of growth a number of strategic community partnerships in response to its mission as a small learning community. These can be categorized as ones that have supported the instructional programs and student educational achievement, ones that have provided resources in support of the

school's social justice culture, and ones that have provided experiential learning opportunities for the students and their families.

Some of these partnerships have focused on instruction and school culture and include partnerships with Facing History and Ourselves, and the Los Angeles Education Partnership (LAEP) – Humanitas.

Partnerships with higher education institutions (Cal State Dominguez Hills, Cal State Los Angeles, and East Los Angeles Community College) will provide classes so that students will have access to collegiate level courses, receive joint high school and college credit of their course work, and further, enable SJLA to expand the number and variety of classes available for the students.

Another set of key partnerships are designed to provide coaching, capacity building technical support and service learning coordination. This includes the Los Angeles Coalition of Essential Schools (LACES), the Constitutional Rights Foundation and Tree People. LACES will continue working with the school coaching the school leadership elements with technical assistance as it builds its own capacity, specifically in the areas of: alignment of policies and programs with the school's mission, strategic uses of data as the basis for inquiry and decision-making, focused student-centered action plans and professional development, development of authentic student voice, distributed leadership modes, and community engagement.

The partnership with LAEP expands from the instructional basis of Humanitas to the coordination and collaboration of its Community School programs that will provide engagement opportunities through the community partners such as Healthy Start, Inner City Struggle (ICS), Coalition for Alternatives to Militarism in our Schools (CAMS), the East Los Angeles Education Collaborative, and East L.A. Classic Theater. Other social service agencies will provide a variety of services to all of the Esteban Torres schools such as health and college fairs, student workshops.

An organizational and administrative partnership with LAUSD supports the over-all high school site needs of shared facilities: e.g., food services, library, technology, security, custodial, security and such coordinated programs.

The campus director will have the ultimate responsibility for managing and coordinating these partnerships, but with a collaborative and distributed leadership mode, initial responsibility will be designated to the appropriate committee or individual. Any individual in the school community may propose new partnerships or additional programs from existing partners, these must be approved by the school's leadership council.

These key partnerships have either had a long term and successful relationships with SJLA or have undergone a series of rigorous and clarifying interviews and/or meetings with a number of the SJLA members before being approved by the whole school team. Each partnership was carefully vetted to ensure alignment with the SJLA vision and mission. Additionally, each partnership is seen as strategic in supporting various aspects of the school's focus on equity, access, community engagement, and student achievement and success.

Who will be responsible to cultivate each partnership?

The cultivation of each partnership will be the responsibility of the individual or identified group in closest contact/use of the partnership (*see Appendix H 2.1- H 2.17* for Letters of Support). For instance, the 'early college' partnership with Cal State Dominguez Hills (CSUDH) initially will involve the whole school (faculty, students, parents) as the specific course offerings

are decided and programmed. The sustained relationship is then maintained by the SJLA lead faculty member and counselor. Review of the specific classes will be done by the lead SJLA teacher, in collaboration with the SJLA leadership and CSUDH personnel, determining the success and/or appropriateness of the class.

Beginning at the spring term to the end of the school year, the school principal will present to the school governance council each partnership and their work with the school, for reflection and feedback to the partner so that refinements can be made.

Part 9: School Governance

SCHOOL AND ADVISORY ORGANIZATIONAL CHARTS (*See Appendix I I*)

As a pilot school SJLA will be able to govern itself effectively ensuring that those closest to the students (parents, teachers, leaders) have sufficient autonomy given at a pilot school to determine the school's operation, budget, hiring, and so on. SJLA sought out the pilot school model and these autonomies so that we can be successful. In addition, the educators of SJLA will be embedded within a network of other pilot schools in the district to provide the necessary support and guidance. In addition, SJLA hopes to be placed at Esteban Torres High School among other likeminded schools so we can work together to share the facility and create a powerful and quality Zone of Choice within East Los Angeles. SJLA will cooperate and seek out collaboration with other pilot schools, small schools, and small learning communities who share our commitment to common schools and education.

SJLA will be founded on a model of distributive leadership and several groups will contribute to the decision making at SJLA:

1. **Governing Council:** The purpose of the SJLA governing Council will be to promote and maintain the mission and vision of the school. The board will oversee school progress, principal evaluation, the budget, school policies, and the election to work agreement. The council will also communicate about school issues, analyze data and make recommendations for program improvement. The council will be elected once a year, they will be voted at the end of an academic year to serve the next academic year. The chairperson of the council will be determined by the governing council at the first meeting of the school year. The governing council will meet once twice a month. The first meeting will be determined once all the members are determined.

2. **Hiring Board:** The purpose of the SJLA Hiring Board will be to ensure that faculty and staff that is hired reflect SJLA's mission and vision. The hiring board will consist of at least one representative from the department in need of a member, the principal, and a counselor. The parent and student council will be consulted during the hiring process.

3. **Interdisciplinary Academic Teams:** Interdisciplinary Academic Teams will meet weekly to share content knowledge, strategies, design curriculum, and share instructional practices that support the SJLA's mission and vision. The IAT's will make recommendations to the leadership team for school wide changes in instruction and curriculum based on their collaborative work. IAT's will share their work at full faculty meetings to create a sense of community and improve school wide instruction. IAT's will provide peer support through classroom walk throughs, lesson study, and structured discussions about improving classroom practice.

4. **Content Based Teams:** Content Based Teams will meet during common planning time embedded into our bell schedule. CBT's will research and identify best practices within the

content area and support content area pedagogy school wide. The CBT's will make recommendations to the leadership team for school wide changes in curriculum and instruction based on their collaborative work. CBT's will share their work at full faculty meetings to create a sense of community and improve school wide instruction.

5. Full Faculty: The full faculty will meet once a month to support teaching and learning at SJLA. Full faculty meetings will provide shared leadership and decision making groups an opportunity to communicate their collaborative work with the full staff and to create a space for the entire faculty to make decisions on whole school related issues.

6. Student Council: A student council will be created to share ideas and advise the other governance structures at SJLA. A teacher and the administrator will supervise these meetings. A representative from this group will advise the SJLA governing board. The council will be created through a leadership class at the school. All grade levels will be represented. We would also like to implement the HEART program at our school. This program enables students to handle on campus disputes through reflective and mature mediation.

7. Parent Council: A parent council will be created to encourage parent involvement, parent leadership, and parent education. This group will hold parent workshops, meetings and advise the SJLA governing board.

Part 10: School Leadership & Staffing Plans

10a. Leadership Team Capacity

**All internal proposals must adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. In addition, all internal proposals must adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements. (As a Pilot school SJLA will abide by the LASUD/UTLA Pilot MOU).*

a. Leadership Team Capacity: List the members of the leadership team submitting this plan. Provide evidence to support why this team has the collective capacity to successfully perform all tasks needed to lead/transform a school. Attach resumes of all teachers, including any other individuals who have made substantial contributions to this plan whose resumes are not included elsewhere in the plan (e.g. advisors, consultants) (*See Appendix J 1.1- J 1.17*).

As an internal applicant, the school will adhere to the referenced sections of the LAUSD Collective Bargaining Agreements.

The founding teachers of the academy have substantial experience in developing and implementing the innovative and successful Social Justice model with the target student population in East L.A. They are all experienced teachers, most with master's degrees. Two hold Tier I administrative credentials and many have held leadership positions, ensuring the pilot school will have strong leadership. The teachers have experience in developing and implementing professional development and in supervising and mentoring new teachers, ensuring that new faculty at the school will receive high-quality orientation. To support the pilot school's proposed status as a training center in interdisciplinary instruction, they have many years' experience in training teachers in the Social Justice model. Founding teachers have backgrounds to support as socially just and equitable pilot school and all are adept and integrating technology into curriculum.

Leadership Team –Social Justice Leadership Academy

Name	Yrs Teach	Yrs @ GHS	Yrs in SJA	Subject	Additional Expertise
Camacho, Kleber	10	10	3	Science	Master's of Science, Mechanical Engineering
Cano, Sal	6	6	4	Science	Master's in Education
Fritch, Brian	3	3	0	Social Studies	Master's in Education & History (in progress)
Gomez, Sebastian	N/A	4	1	SJA Alumni	Undecided Current Student
Hernandez, Luis	N/A	4	4	SJA Alumni	Undecided Current Student
Inouye, Arlene	13	3	5	Speech Coordinator	Master's in Restricted Speech and Language
Jauregui, Patricia	12	3	0	English	Master's in Secondary Educational: Reform in Secondary Urban Schools, Certificated in Gifted and Talented Education, Adjunct Professor: California State University, Los Angeles (Charter College of Education), & NBCT - ELA Early Adolescence
Lu, Christine	3	3	3	Math	Master's in Education
MacLaren, Hannah	NA	NA	NA	Director of LA Coalition of Essential Schools	
Murchie, Kevin	6	6	0	English	
Rojas, Claudia	7	7	5	Social Studies	Master's in Education
Roura, Yolanda	33	20	0	Art	Master's in educational administration & Tier I admin

					credential
Salazar, Maritza	4	4	0	Social Studies	Master's in Education
Serrano, Bruno	7	3	0	Special Ed.	Master's in educational administration & Tier I admin credential, mild-moderate special education credential, moderate-severe special education credential
Nicolette, Tiberio	6	5	4	English	Master's in Secondary English Education
Urdiales, Maryann	N/A	4	4	SJA Alumni	Undecided Current Student
Urias, Alejandro	N/A	N/A N/A		B.A. History	

10b. Staffing Model

As an internal applicant SJLA will operate as a pilot school and exercise its autonomies to provide a quality education to our students. SJLA will begin using Stull evaluations to monitor teachers, but by the second year would like to develop surveys for parents and students to complete to gauge how teachers can improve instructions to meet all students' needs.

10c. Compensation

SJLA will utilize LAUSD's salary schedule, benefits package, health benefits, and lifetime benefits.

10d. School Leadership

The criteria for hiring a leader for the SJLA will be based on the Leadership Performance Matrix recommended by the Multidimensional Leadership Assessment model. The following leadership domains will be considered (for a more detailed description please see *Appendix J 2.1- J 2.2* for POTENTIAL LEADERSHIP DOMAINS):

1. Resilience
2. Personal Behavior
3. Student Achievement
4. Decision Making
5. Communication
6. Faculty Development
7. Leadership Development

8. Time, Task, and Project Management

9. Technology

10. Learning

These domains are directly aligned with SJLA’s mission and vision since they ensure that our leader will champion the ideals of academic achievement, identity, community involvement, and the application of knowledge. In addition our school leader must possess extensive experience in mentoring staff, instructional leadership, career advisement, new teacher support, professional development, categorical programs, grant writing, managing budgets, school safety, working with special populations, daily operations, and accreditation. It is inherent that the principal of SJLA be highly organized, and able to manage an array of tasks simultaneously while exhibiting a professional, courteous, and calm demeanor. Our leader will be precise and tactful when handling problems and must always be accessible to students, parents and staff. It is our expectation that our principal will know each student and staff member by name, thereby promoting personalization and trust. Our school leader should be very familiar with the surrounding community and should have a genuine passion for their role within it. Of utmost importance is the principal’s commitment to our mission and vision and their commitment to move the school forward.

School Leadership Timeline

Goal	Date	Tasks
Recruiting	March 1, 2010 – March 31, 2010	Post job descriptions and collect cover letter and resumes.
Hiring	April 1, 2010 – April 30, 2010	Conduct interviews and select principal.
Developing and Implementing	May 1, 2010 – school opening	Provide orientation to new principal, work with new principal to familiarize with details of Request for Proposal. Guide the principal in settling in to leadership role and transition principal as the school leader.

10e. Leadership Team beyond the Principal

As an internal applicant SJLA will operate as a Pilot School within LAUSD supported by Local District 5. Based on the projected enrollment of it is anticipated that SJLA will operate as single administrator school. As a collaborative school it will be expected that the governance council and involvement of community stakeholders will support the ongoing leadership of the school. SJLA is be seeking a Principal that will further our mission and vision, that will lead our faculty to creating an educational environment of active student leaders who participate in an inclusive and equitable community and consciously seek equitable change in society (please see *Appendix J3.1- J 3.2* for Principal Job Description).

There will be several roles and responsibilities that will be shared by the faculty, staff, and administrator at SJLA. Every teacher will focus on progressive discipline, but in extreme situations the principal will be asked to also act as dean of discipline. Several teachers on the design team will also act as master teachers and other key positions. Included are Claudia Rojas, who has been a Social Justice SLC teacher for five years and is currently the co-chair with Nicolette Tiberio, who will also be a master teacher. A third master teacher, Patricia Jauregui, is an Adjunct Professor at CSULA in the Charter College of Education with a Master's Degree in Reform in Secondary Urban Schools. All three are BTSA support providers. Brian Fritch is also a teacher who will act as a Master Teacher who is the current UTLA chair. SJLA's Special Education Coordinator is the special education teacher Bruno Serrano, 504 coordinator, and RSP lead teacher at Garfield High School, and is fully credentialed in both mild-moderate and moderate-severe special education. (*see Appendix J 4.1- J 4.3 for Special Education Coordinator job description.*)

10f. Recruitment of Teaching Staff

A hiring process will be established to determine the qualifications of all applicants interested in joining SJLA. The educational beliefs of the applicant must be aligned with schools' stated mission and educational design to a great extent. The Hiring Committee and Governance Board will facilitate and conduct the interviewing/hiring process (*see Appendix J 5 for Teacher Job Description*).

The applicant will be considered for employment based on, but not limited to, the initial meeting, classroom observation, lesson plan(s), cover letter and resume, commitment to the "elect-to-work" agreement and fits with SJLA's mission and vision. The applicant must commit to attending weekly SJLA meetings. If possible, the classroom observation of the applicant teaching will be conducted by one or more of the SJLA members, which includes Garfield students, alumni, teachers, and community members. The lesson plan(s) must reflect a logical sequence of learning objectives. The applicant will also be required to submit a cover letter discussing the intent to join and a resume that includes a clear objective, certification/education, and work experience/training. Last but not least, the applicant will be required to sign and commit to the "elect-to-work" agreement.

SJLA has already recruited a number of highly qualified and passionate educators who have worked hard and hoping to make SJLA a model of success for LAUSD

(*Resumes in Appendix J 1.1-J 1.17*)

Part 11: Operations

11a. Internal applicants

As an internal applicant, Social Justice Leadership Academy is a group consisting of teachers, support personnel, and administrative staff from within LAUSD and supported by Local District 5. We will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

11b. External Applicants

Not relevant to internal applicants.

11c. Master Service Agreements

Master Service Agreement: SJLA agrees to enter into discussion regarding the viability of master service agreements. As an internal applicant, the Social Justice Leadership Academy is a group of teachers from within LAUSD and supported by Local District 5. We will continue to use all existing LAUSD operational services and therefore do not require a Master Services Agreement.

11d. School Operations Experience

School Operations Experience: As an internal applicant, SJLA will work with School Management Services to develop a viable plan.

11e. Operations Start-Up Plan

As an internal applicant, the Social Justice Leadership Academy is a group of teachers from within LAUSD and supported by Local District 5. We will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

11f. Operations Plan

Operations Plan: As an internal applicant, Social Justice Leadership Academy is a group consisting of teachers, support personnel, and administrative staff from within LAUSD and supported by Local District 5. We will continue to utilize LAUSD operational services.

Service	Description	Service Standard	Estimated Costs
U2 Dedicated Police Officer	Basic Police services consistent with current service	Full time position, day school hours. Patrol response	\$356,256, \$71251.20 per school

Part 12: Finances

12a. Funding

As an internal applicant, Social Justice Leadership Academy (SJLA) is a group consisting of teachers, support personnel, and administrative staff from within LAUSD and supported by Local District 5. We will receive funding via LAUSD's transparent budgeting process (based on student ADA). Besides funding from ADA, Title I, Bilingual Education, Special Education (10% of the total student population will be Special Education students), and QEIA funds will be allocated to our school for services needed so that the school is able to operate at an optimal level for its students and faculty and staff.

12b. Budget

Since Social Justice Leadership Academy is required to meet the same standards as a large comprehensive school, flexibility in the appropriation of funds to service various coordinator responsibilities (testing, 504, bilingual, etc.) will be necessary to fully comply with all district mandates. Given budget constraints roles and responsibilities of our new staff will be redefined.

12c. Financial Controls

Our governing council, the SJLA Shared Decision Making Council (SDMC), will approve general funds. The Title I and Bilingual Advisory Councils will distribute and monitor categorical funds. Any misappropriation of school funds will lead to disciplinary action subject to the Internal Appeals Process (IAP) as described by LAUSD/UTLA's MOU for Pilot Schools dated 12/02/09. The District/ Local District Fiscal Specialist will continue to monitor all school funds in order to ensure viability.

Part 13: Facilities

13a. Facilities

As an internal applicant, Social Justice Leadership Academy (SJLA) is a group consisting of teachers, support personnel, and administrative staff within LAUSD and supported by Local District 5. Common spaces will be supported and shared by all the members of Esteban Torres. Common spaces will be under the supervision of single independent governance in which the five small schools will have direct representation and share in the responsibility of supervising of said spaces. Joint services that include the community, outside of school sponsored activities, will be accountable for maintaining, cleaning, and obeying all laws and regulations applicable to school facilities during school hours. SJLA plans to continue to utilize facilities per LAUSD policies.