

SJS: FA

***The Social Justice Schools:
Fine Arts Academy***

A UTLA/LD5-Endorsed Proposal

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EXECUTIVE SUMMARY

1. Executive Summary

a. Mission and Vision.

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

The job of an educator is to teach students to see vitality in themselves.
—Joseph Campbell

The mission of the Social Justice Schools: Fine Arts Academy (heretofore known as the SJS: Fine Arts Academy) is to invest young adults in developing personally, intellectually, and artistically to forge a path toward graduation and a Bachelor's degree so that they emerge as leaders and artists who can help to change the way people think and transform their community.

The vision of the SJS: Fine Arts Academy (in concert with its proposed sister school, The SJS: Global Issues) is to produce college graduates who use their academic foundation in the arts and sciences to become transformative leaders in their own lives, their communities, and their world.

The core beliefs for the SJS: Fine Arts Academy (and its sister school) begin with the simple, yet sublime, quote from Joseph Campbell above, and develops that by embracing two principles asserted by Jim Cummins regarding the most effective way to teach language learners:

1. Cognitive Engagement
2. Identity Investment

These two core, foundational beliefs will be embodied by every teacher in every classroom, as well as embedded in the school culture.

This means that we intend to give our students a curriculum that excites them, challenges them, is relevant and responsive to them, and makes them think about their world and their relationship to it. It also means that we do not believe our instruction will be effective unless we show our students--every day, in every class, and in our relationship to them, that we value them for who they are, where they come from, and for who they are capable of becoming.

Further, we are believers in the concept of educación: educating the whole person. As Lisa Delpit points out, "When we strip away a focus on developing the humanity of our children, we are left with programmed, mechanistic strategies designed to achieve the programmed, mechanistic goal of raising test scores." (*Other People's Children: xv*) We do not believe that our students are products to which we merely add knowledge. We intend to provide a rich, well-rounded educational experience so our students can both maximize their potential and actualize their ambitions.

Lastly, we believe in a strong arts education because, according to Arnold April, director of CAPE: Chicago Arts Partnerships in Education. "The research has shown that youth "at risk" benefit the most from arts-integrated programming. Young people living in challenging circumstances tend to be high creatives because they need so much flexibility, creativity, and improvisation to survive challenging circumstances. Their assets are typically enormous and under-recognized. The arts can be life-saving and life-affirming for young people who have been discarded by the culture."

Collaborative Campus Agreement and Partnership with WestEd

In order to make sure that we are creating the best possible school to accomplish our vision, the Social Justice Schools have entered into a collaborative partnership with the design teams for the Synergy Quantum Academy and the Academy of the Sun College and Career Ready High School to govern CRHS#16. If chosen together, we will work in collaboration to oversee all shared aspects of the campus, and to share high-level resources for our students benefit, as indicated throughout our proposals.

All three design teams have also entered into a partnership with WestEd, the nationally recognized non-profit education research agency, to advise us and help us to effectively run our schools. WestEd intends to make CRHS #16 a model school for its successful schools philosophy (see below) and as such will be aggressively pursuing grant funding for our professional development, as well as for many of the key supports. All three teams feel that WestEd can bring a wealth of resources to bear to help us create a successful school, solve problems as they present themselves, and ultimately succeed in our respective missions. **(Please see the letters of agreement between WestEd and our schools in the appendices.)**

In order to be successful, all three design teams believe that our campus must embrace the seven qualities identified by WestEd's Tipping Point School Turnaround Center as the characteristics of successful schools, and if chosen together, we intend to make these the foundation of our campus. These characteristics are:

- They have effective school leadership.
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals. (This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together.)
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection.
- They create a safe school environment and a supportive climate of mutual trust and reciprocal accountability.
- They align all of their fiscal and human resources to support student achievement.
- They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.

b. Student Population.

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

The student population of CRHS#16 will no doubt mirror that of the other high schools in the immediate area--Santee, Jefferson, and Fremont--as such, the ethnic breakdown will be roughly 92% latino, 8% African-American. Poverty is a major problem for this population (81% eligible for NSLP). A significant number of our students are either English Learners (40%), or Standard English Learners (43%). We would also serve a sizeable number of Students with Disabilities (11%), and a small but significant population of GATE students (4%).

As teachers with a combined experience of over 60 years serving this population of students, both at Los Angeles Academy Middle School, and at other schools in the nearby South Los Angeles Area (Bethune, Fremont, etc.), we feel confident that we know how to teach the students we'd be serving at CRHS#16. Our proposed pedagogy and Instructional strategies are research-based and designed specifically to meet the needs of this population of students. We also have a community plan that includes significant wrap-around services to help support the families of our students and help to transform CRHS#16 into a social services hub for the area.

c. Instructional Program.

Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

Building upon our core foundational beliefs of Cognitive Engagement and Identity Investment, we have distilled our teaching philosophy into three distinct, equally important pillars:

1. Powerful literacy
2. The Teacher/Apprentice Instructional Model
3. Culturally Relevant and Responsive Education (CRRE)

We believe in the difference between a powerful literacy (a literacy that allows students to lead, and to speak truth to power) and functional literacy (a literacy which merely equips students to function in society as workers). [*Literacy with an Attitude*, Finn] We believe that our goal is to take our students beyond a functional literacy and provide them with a powerful literacy across the content areas so that they can become transformative leaders in their communities.

In its research-based Reading Apprenticeship framework, WestEd emphasizes the role of teachers as orchestrators of classroom learning environments, and the role of students as apprentices, and inquiry partners. By utilizing this very effective framework, The SJS embodies the idea that teachers are not the sole holders of knowledge in the classroom. Our teachers will be the master readers, writers, mathematicians, historians, scientists, and artists. The students will be the apprentices at these crafts.

If identity investment is to be a core, foundational principle of our schools, it must be embedded in not only our curriculum, but our pedagogy. Culturally Relevant and Responsive Education (CRRE) is the essence of identity investment. Our students are people with specific cultural backgrounds, strengths, and identities. Research shows that we need to target our teaching to our students in ways that not only challenge them, but inspire and validate. If we don't embed this philosophy into our work, our students won't buy-in, will have no chance of learning, and we will have lost the battle before we've begun.

In the Social Justice Schools: Fine Arts Academy, emphasis will be placed on creativity in all fields of study--including and especially math and sciences. Teachers will receive common planning time to develop creative ways to approach all curricular activities. We want our students to realize that their geometry class and their drama class are not mutually exclusive.

The SJS: Fine Arts Academy will be organized to ensure that students are enrolled in the A-G sequence of courses which establish eligibility for public, four-year postsecondary institutions in California. In addition we will adopt, across our schools, two WestEd research-based curricula that have proven remarkably successful in improving similar populations of students' abilities in math and reading, respectively: Aim for Algebra™, and the Reading Apprenticeship® Academic Literacy Course.

At the SJS: Fine Arts Academy, the students will be able to choose four areas of focus for their studies:

- Visual Arts
- Music
- Film and Theatre
- Media Arts
- Dance

Finally, we will instill four, research-based instructional strategies in every classroom of both Social Justice School Academies, which have a proven track-record of success with our student population:

1. SDAIE
2. Interactive Notebooks
3. The Reading Apprenticeship Framework
4. Socratic Dialogue

d. School Culture.

Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

Social Justice Schools will model social justice for students so that they feel that they are valued individuals and so that the school fosters intellectual autonomy, respect, social competence and full academic potential.

A primary goal of the SJS: Fine Arts Academy is to make CRHS#16 an artistic hub in the South Park community. Based on research that shows that students produce their best work when “published,” or in this case produced, students will display their work regularly in a public art gallery, on film, video, online, and through continuous theater and music productions open to the public. We will have help in accomplishing this through partnerships with USC Fine Arts programs and the Banshee Theater group, as well as in partnerships we’re pursuing with Loyola Marymount University and Inner-City Arts.

The centerpiece of the school culture is that the pedagogy will match the services offered at the school. The pedagogy is student-centered and based on empowerment; services are provided at the school so that the school becomes an integral part of the community and a place where families can come to address their needs.

Several community organizations will operate at the school as part of our philosophy of Extended Day Learning. These include a Medical Legal Community Partnership, a Family Source Program, and student and parent advocacy and training through Alliance of Californians for Community Empowerment (ACCE). The school will become a community hub of services and advocacy.

e. Accountability and Performance Goals.

Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

This Section Not Applicable

f. Community Analysis and Context.

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for

selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

In this area around CRHS#16 (called 'South Park' by the L.A. Times Mapping L.A. Project) there were an estimated 32,851 people in a 1.4 square mile area; giving it a population per square mile of 21,638 persons. That makes it one of the most densely populated areas within the City and County of Los Angeles. This area, which was over 50% African-American in 1980, by 2008 was only approximately 19.2% African-American population, while the Latino population had increased to 78.6%. The median household income in 2008 was \$29,518, one of the lowest in the Los Angeles Area, with the majority of households earning \$20,000 or less. Only 3.4% of persons 25 years or older had attained a four-year degree from a college or university, while over 2/3 of residents 25 years or older had not completed high school (10,236). The average household size in the community is 3.9 persons per residence, of which 72.3% are renters. These numbers are pre-2009, and do not reflect the current housing crisis, which could only have increased the percentage of renters to owners. In 2008 approximately 1,607 families were headed by single parents, comprising 27.9% of the total population.

In spite of what may seem to be insurmountable obstacles, the community to be served by CRHS#16 is one that is resilient, determined, and surprisingly optimistic. The work ethic evidenced by the residents is enviable. In most two-parent families both parents hold full time jobs, while the single-parent families usually rely on the extended family to provide for the students. To a parent, if asked the question, "What do you want for your child?", the answer would simply be: "A better life". The depth of their convictions on this subject is demonstrated on a daily basis by their willingness to volunteer for whatever tasks are needed; even if performing that task is a personal inconvenience. There is tremendous untapped human potential in this neighborhood. We believe that the strong survival skills needed to thrive here are indicative of a resourcefulness that become an academic asset to students. If we access the existing knowledge in the community- about business, creative and careful use of resources and inventiveness, and the rich sense of history that the families in the community are steeped in, students can use this knowledge to unlock the secrets to academic success, provided an academic mentor who knows how to look for and build bridges.

As teachers working in South Los Angeles, we have been working regularly with our parents and community members. This is evident in our community outreach plan (section 9). The myriad of wrap-around social services we are proposing demonstrates how we plan to tap the potential of both our students, and the community they live in.

g. Leadership.

Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

The SJS will have in place a SSC and an SDMC as governance structures which will oversee the successful fulfillment of the Mission and Vision of the schools. All stakeholders, including students, parents, community members, teachers, classified staff, and administrators, are represented on both of these councils. The Leadership Team will be comprised of: the Principal, UTLA Chair, Counselor, Department Chairs, Parent Representatives and Student Representatives.

The strengths of the Leadership Team is defined by its composition. All stakeholders are represented in the Team, which means every member of the school community is represented and able to voice their concerns. Another strength of the Leadership Team is that each department is represented. This allows for each department to develop their Instructional Program and establish goals for themselves. This is key to a strong Leadership Team--when teachers are able to authentically develop, implement and evaluate the Instructional Program they designed they will truly feel empowered.

h. School Governance Model

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.

As teachers who believe in the UTLA contract, and who are proud to be working in collaboration with both UTLA and Local District Five, we intend to operate as a traditional small school with autonomies. We believe we can prove that teachers, students, administrators, and the local district can run a very successful school while adhering to the UTLA/LAUSD contract. After a year in the new school, with a full complement of teachers, we will give our faculty the option to vote on whether they would like to remain traditional, or change to a Pilot or ESBMM governance model.

CURRICULUM AND INSTRUCTION

2. Curriculum and Instruction

a. Instructional Philosophy

Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Proposed Instructional Program:

“From improving academic and student achievement to enhancing our nation's overall economic competitiveness, the arts offer many practical benefits. In fact, I would suggest that the future of our economy is based on establishing a creative class and creating a generation of people who can think artistically. That's why an arts education has value in and of itself . . . [T]he arts are not extracurricular, extraneous or expendable, but instead an essential part of a well-rounded education for all of our students”

--Governor Mike Huckabee
Governor's Commission on the Arts in Education
Findings and Recommendations, July 2006

Like our Global Issues Academy, the SJS: Fine Arts Academy will provide a comprehensive, college preparatory liberal arts education for our students, while simultaneously providing them with the tools and instructional time to discover and develop their artistic talents. As such, The SJS: Fine Arts Academy will be organized to ensure that students are enrolled in the A-G sequence of courses to establish eligibility for public, four-year postsecondary institutions in California. In addition we will invite students to choose one of the following specific areas of artistic focus during their four years with us:

1. Visual Arts
2. Music
3. Film and Theatre
4. Media Arts
5. Dance

As our name implies, we believe that an arts education is indeed an issue of social justice. In a report by the Rand Corporation (2008), they found that there are even less arts available to students in the inner city than elsewhere. State data reveals substantial socioeconomic disparities in access to arts education. For example, in California students in low-income schools receive about one-half the amount of arts education that students in affluent schools do. Additionally, schools with higher percentages of minority and low-income students were even more likely to report a larger reduction in time spent on the arts. SJS: Fine Arts would provide arts education to students in the inner city that often do not receive it, as well provide a location to showcase those artistic works in their own community.

Rand Corporation.(2008). Cultivating Demand for the Arts, Arts Learning, Arts Engagement, and State Arts Policy. Santa Monica, CA.: Laura Zakaras and Julia F. Lowell

United States Government Accountability Office. (2009). Access to Arts Education (GAO Publication NO. GAO-09-286). Washington, DC: U.S. Found at: <http://www.gao.gov/new.items/d09286.pdf>

Our focus on Fine Arts will not detract us from a local connection, however. Quite the opposite. We will build community involvement into our classroom curriculum, by having community leaders not only on the governing board of the school, but by inviting them to collaborate with teachers and students on curriculum as well as on artistic projects. This will help to nurture the students' individual connections not only to their own identities, but to create and reinforce their connection to their community, as a whole. We intend to nurture this connection by requiring community work, service, or activism from every student in some capacity. This will instill a sense of social responsibility in our students, so that their day to day work in the classroom is connected to who they are outside of the classroom. This type of real world connection is vital if we are to truly invest our students in their own educations.

As a result we intend our instructional philosophy to promote the very idea of social justice itself. We intend our students' education to be transformative--to help each student find the artist and leader inside themselves, to actualize their potential, and to help them create a path for themselves beyond high school to college and to a creative leadership role as an adult in their own community.

Underlying Instructional Theory:

In short, a starting point ... is the assertion that the learning process must be observed through the twin lens of cognitive engagement and identity investment.

--Jim Cummins

Second Language Teaching for Academic Success

Cummins states further in *Affirming Identity in Multilingual Classrooms* that English language learners will engage academically only to the extent that the lesson in question affirms who they are and allows them genuinely invest themselves in learning. [Educational Leadership, September 2005] As such, the two core, foundational beliefs for the SJS: Fine Arts Academy to be embodied by every teacher in every classroom, as well as embedded in the school culture are:

1. Cognitive Engagement
2. Identity Investment

Considering the vast majority of the population of students we serve are either currently or reclassified English Language Learners, these quotes are precisely on point for our instructional ideology. Additionally, and obviously, this philosophy would seem to be equally effective for teaching a student of *any* background.

Further, we are believers in the concept of educación: educating the whole person. As Lisa Delpit points out, "When we strip away a focus on developing the humanity of our children, we are left with programmed, mechanistic strategies designed to achieve the programmed, mechanistic goal of raising test scores." (*Other People's Children: xv*) We do not believe that our students are products to which we merely add knowledge. We believe that we must invest our efforts into developing our students personally, not just academically.

This means that we intend to give our students a curriculum that excites them, challenges them, is relevant and responsive to them, and makes them think about their world and their relationship to it. It also means that we do not believe our instruction will be effective unless we show our students--every day, in every class, and in our relationship to them, that we value them for who they are, where they come from, and for who they are capable of becoming.

And in the Fine Arts Academy, art is more than an interesting elective whose purpose is to provide a fun distraction for the students. It's a potential life choice and career. And, it's a tool we'll use to access deeper cognitive processes as part-and-parcel of our academic philosophy.

"In an information age, the skills that are needed for educational success are the abilities to synthesize information from diverse sources, to represent knowledge in diverse forms, to imagine options in the mind, to understand multiple points of view, to engage critical judgment, and to work with diverse collaborators. Arts education is essential to the development of all these skills. Critical thinking skills are developed through learners translating information from one medium to another. When we translate a picture into words, or a three dimensional object into a two dimensional representation, we are compelled to analyze the critical features being re-represented. The arts are one of the most powerful ways of developing critical thought. And because art making is a gratifying activity in itself, critical thinking developed through the arts engages learners much more effectively than worksheets asking students to "compare and contrast" two items for no apparent reason."

--Arnold Aprill, director of CAPE: Chicago Arts Partnerships in Education.

In other words, thinking at the synthesis and evaluation level of Bloom's taxonomy is facilitated by a strong arts curriculum in two ways. First, we tap students deep passions and therefore their cognitive investment. Second, art encourages students to think symbolically and analytically- the type of thinking that is demanded in a university education.

Building upon our core foundational beliefs above, we can distill our teaching philosophy into three distinct, equally important pillars:

- 1. Powerful literacy**
- 2. The Teacher/Apprentice Instructional Model**
- 3. Culturally Relevant and Responsive Education (CRRE)**

Powerful Literacy

We believe in the difference between a *powerful literacy* (a literacy that allows students to lead, and to speak truth to power) and *functional literacy* (a literacy which merely equips students to function in society as workers). [*Literacy with an Attitude*, Finn] **We believe that our goal is to take our students beyond a functional literacy and provide them with a powerful literacy across the content areas.** Clearly, we must teach them an a-g curriculum and enable them to pass the CAHSEE, but our goals reach far beyond these basic standards for functional success. Powerful literacy will extend throughout their coursework, so that we enable our students to forge their own paths as leaders on their campus, in their communities, and in their world after graduation, onto college, and throughout their lives.

Because we believe that it is our mission to educate the whole student, and to do so by helping them to develop a *powerful literacy* that helps them become leaders in their communities and the world, we feel we must do this first by creating a power relationship in our classrooms that allow our students to negotiate the terms of their own educations. As Finn point out, "...an essential difference between working-class and more affluent schools is the degree to which teachers are willing to negotiate and dialogue with their students, both in the sense of negotiating the moment-to-moment conduct of the school day, and in the sense of negotiating meaning in the conduct of lessons." [*Literacy with an Attitude* 190] This form of identity investment is the essence of powerful literacy, and requires a particular kind of pedagogy in the classroom. We feel that our partnership with WestEd helps to show us the best way to embed the proper power relationship into our instruction--and that is their Teacher/Apprentice Instructional Model.

The Teacher/Apprentice Instructional Model

In its Reading Apprenticeship framework (more details on this program are below in the Core Curriculum, and the Instructional Strategies sections), *WestEd emphasizes the role of teachers as orchestrators of classroom learning environments, and the role of students as inquiry partners.* Because metacognition is the goal of the Reading Apprenticeship coursework, and is also the key for a student to properly take advantage of his/her high school education, we intend to build our instructional models in every classroom around the above philosophy.

We can only be effective with our students if we partner with them to teach them. By utilizing the very effective framework from WestEd's Reading Apprenticeship, The SJS: Fine Arts Academy embodies the idea first asserted by Paolo Friere that teachers are *not* the sole holders of knowledge in the classroom. We are not practitioners of the banking theory of education. At the SJS: Fine Arts Academy, teachers will be the master readers, writers, mathematicians, historians, scientists, and artists. The students will be the apprentices at these crafts.

This dynamic will create a classroom culture that is alive, continually evolving and by its very nature requires a negotiated power relationship. The teacher certainly is the director of the learning, but he/she is not the sole holder of knowledge or power.

Together, our teachers and students will partner to inquire, to learn about the subjects in question, and about each other. In this way, we can effectively teach our a-g curriculum, and educate each and every whole student in a way that validates their identity and challenges them. We will also create an environment where the teacher not only instructs, but has an opportunity to *learn* from his/her students. At the same time, the students, while learning, will each have an opportunity to *teach*, not only each other, but their teacher. It will insure that our curriculum remains relevant to our students, and will create a culture of teachers who are continually learning and re-learning their craft.

The educational apprenticeship model is one that is collaborative and cooperative in nature, and based on the idea that the goal of education is metacognition and critical thinking. By its very nature this model is also based on problem-solving, analysis, and continual reflection (these skills will be actualized not only through the apprenticeship model, but through continual use of interactive notebooks, listed below in the Instructional Strategies section). The apprenticeship model also *builds in* audio, visual, and kinesthetic learning into each lesson with a continual emphasis on reading, writing, discussion, and, most-importantly, doing.

Culturally Relevant and Responsive Education (CRRE)

"The key here is not the kind of instruction but the attitude underlying it. When teachers do not understand the potential of their students they teach, they will underteach them no matter what the methodology"

--Lisa Delpit
Other People's Children

If identity investment is to be a core, foundational principle of our schools, it must be embedded in not only our curriculum, but our pedagogy. That begins with the teacher making sure to continually remind him/herself that in the Teacher/Apprentice Instructional Model, the teacher is invested in the apprentice becoming a master him/herself. That investment requires teachers to continually refocus their attention on their students. As Gay points out, "a very different pedagogical paradigm is needed to improve the performance of underachieving students from various ethnic groups--one that teaches to and through their personal and cultural strengths, their intellectual capabilities, and their prior accomplishments." (*Culturally Responsive Teaching* 24)

Culturally Relevant and Responsive Education (CRRE) is the essence of identity investment. Our students are people with specific cultural backgrounds, strengths, and identities. We need to target our teaching to our students in ways that not only challenge them, but inspire and validate. If we don't embed this philosophy into our work, our students won't buy-in, and we will have lost the battle before we've begun.

Knowing that we need to embed this pedagogy into our instruction is one thing, actually doing it is of course another. Every teacher knows they should "activate the prior knowledge" of their students. But in practice, it's easy to lose sight of this vital component. Singleton and Linton, in *Courageous Conversations* point to three critical factors that every teacher must have or develop in order to conquer

what they call, the racial achievement gap: Passion, Practice, and Persistence. This is a reminder that we must weave CRRE into the culture of the school, with teachers developing a passion for their students, continually practicing reflection about their pedagogy and, ultimately being persistent enough to stay open to learning new tricks to identify with each of their students and teach “to and through” their identities, cultural background and prior accomplishments.

By using the apprenticeship model to negotiate the norms and baselines of each classroom with our students and conduct meaningful lessons while practicing a truly Culturally Relevant and Responsive Education pedagogy that genuinely relates to our students, and keeping our students focussed on attaining a powerful literacy they will utilize for the rest of their lives, we can truly meet the needs of a diverse group in each classroom. This model will require us to base our lessons on our students and their interests every day. Ultimately, this will help them to not only think critically, it will help them to make informed decisions in every aspect of their lives, and hopefully become transformative leaders in their community.

Upon Matriculation...

Felix, a student at SJS: Fine Arts Academy, after completing four years, with a focus in Music will possess a comprehensive liberal arts education that teaches him to be a critical thinker, problem solver, and productive citizen. He also will have spent four years partnering with community arts organizations and participating in concerts and plays performed before diverse audiences, and will have been exposed to college students, and benefitted from their experience and guidance. He will be an accomplished performer with all the self-confidence that comes along with that. At the same time, he will understand that his exploration of the world of academics and music is just beginning. He will be a life-long learner who uses art to express himself and help get over obstacles, and will have the sense of standing before a number of open doors.

b. Core Academic Curriculum

Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

Autonomy: *Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

In the Social Justice Schools: Fine Arts Academy, emphasis will be placed on interdisciplinary approaches to studying global problems. Teachers will receive common planning time to develop themes that will be explored for roughly two months. These themes include environmental destruction, the recession, global conflicts, and budget priorities.

Across the curriculum for each grade level, teachers will develop common culminating tasks. For example, students will write an essay on the biggest threat to the environment today. The students will be expected to use skills from their English and language classes and data and information from their science and social studies classes. Another example is that students could perform a play about economic hard-times and write a play that focuses on today’s recession. As a scaffolding step, students would be asked to do oral histories of the recession in their economics classes. Cross-disciplinary culminating tasks would play a large part in the students’ comprehensive portfolios.

The SJS: Fine Arts Academy will be organized to ensure that students are enrolled in the A-G sequence of courses which establish eligibility for public, four-year postsecondary institutions in California, as indicated below.

Every academic department will be responsible for completing a course subject template provided by the UCOP for each A-G course taught by that department. All subject templates will be submitted to the CIC for review prior to submission to the UCOP to receive a College Board number for the course.

The "a-g" requirements can be summarized as follows:

- (a) History / Social Science – Two years, including one year of world history, cultures, and historical geography and one year of us history or one-half year of us history and one-half year of civics or American government.
- (b) English – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- (c) Mathematics – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- (d) Laboratory Science – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
- (e) Language Other Than English – Two years of the same language other than English.
- (f) Visual & Performing Arts – One year, including dance, drama/theater, music, or visual art taken at The SJS: Fine Arts Academy
- (g) College Preparatory Elective – One year (two semesters), chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

Additional Required Courses:

As a result of our partnership with WestEd, the following two courses will be required for all incoming ninth graders in order to more fully realize our mission and vision by helping our students to maximize their opportunity to develop as transformative leaders:

Aim for Algebra™

Aim for Algebra is a curriculum designed to be either supplemental or intervention based, depending on a group of students' needs. The program is standards-aligned and based on concepts. WestEd developed it with funding from the U.S. Department of Education's Institute of Education Sciences. The curriculum program is a set of materials, which work together, and is based on concepts, rather than a set of worksheets. It is designed to be individually tailored by each instructor to his/her students.

In this curriculum, WestEd has identified and addressed many common barriers to learning algebra. *Aim for Algebra* helps students better understand math by providing learning experiences that target these important concepts.

Aim for Algebra allows for easy implementation and flexible programming. The modules may be accessed as a complete set, or individually. As such, the SJS: Fine Arts Academy intends to offer a version of this course for every student programmed to take regular algebra or below.

Reading Apprenticeship® Academic Literacy Course

Recently awarded a prestigious Investing in Innovation (i3) grant by the U.S. Department of Education, WestEd's Reading Apprenticeship helps students to become motivated, strategic, and critical readers, thinkers, and writers. Their framework supports high school students at all levels to develop their own identities as readers and shows them how to engage every type of academic text. Reading Apprenticeship has produced a dramatic, positive transformations of students' engagement and achievement not only in

literacy, but also in learning across all academic disciplines. (This is why both of the SJS Academies will be implementing the Teacher/Apprentice Framework across the content areas).

Reading Apprenticeship draws on teachers' untapped expertise as discipline-based "master readers," and on adolescents' untapped strengths as learners and "apprentice" readers.

The SJS will require that all incoming students take the Reading Apprenticeship Academic Literacy course. All incoming ninth graders will take the course, and a modified course will be offered for transferring tenth, eleventh, and twelfth graders to ensure that all students at the SJS Academies are provided with these essential skills.

Please see **Appendix** for more information on both *Aim for Algebra* and the *Reading Apprenticeship® Academic Literacy Course*.

Curricular advantages of potential Campus partnership between all four small schools

If chosen together, Synergy Quantum Academy, Academy of the Sun College/Career Ready High School, and Social Justice Schools intend to plan course offerings together so that students can attend select "global" courses (e.g. AP, ELL, and specific elective classes) at any of the four small schools, regardless of which school a specific student is enrolled in. All four leadership teams will work together to provide access for our students between each small school.

In this way, our collaboration will allow for us to provide our students with the most complete education possible, while addressing what Diane Ravitch considers the primary disadvantage of small high schools: "they seldom have enough students or teachers to offer advanced courses... electives, advanced placement courses... and other programs that many teenagers want. Nor can most offer adequate support for English language learners or students with special needs." (The Death and Life of the Great American School System, p. 205)

Fine Arts Curriculum:

The goal of the SJS: Fine Arts Academy is to promote, develop and showcase unique and individual voices, as positive and productive contributors in and out of their communities. As arts education scholar Maxine Greene (2007) states: "[T]hose who can engage reflectively and authentically with the arts may be awakened in startling ways to the scars and flaws in our society and may be awakened to transform."

Research shows the arts are closely linked to almost everything our nation demands for our children: academic achievement, social and emotional development, civic engagement and cultural opportunities. As Mike Huckabee states above, we need a "creative class" to help transform our nation. However, it is often our poorest students, most in need of our nation's transformation, who do not receive education in the arts. This is precisely why an arts-rich curriculum is a matter of social justice.

The benefits of an fine/performing arts curriculum are countless. Not only do students who study the arts become more culturally knowledgeable, their arts studies also improves motivation, concentration, confidence and teamwork, which can lead to gains in math, reading, cognitive ability, critical thinking, and verbal skills. A study conducted by Winner and Hetland (2008) conclude that "Students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments"

The Art standards will be infused with social justice to show the two can interact effectively with each other. The students' work will reflect their own and their families experiences. Students will also be exposed to and understand the cultural dimensions and contributions of the Arts by developing and understanding the personal and cultural forces that shape artistic communication and how that shapes the diverse cultures of past and present. Our students will then synthesize their learning and produce their own work--on paper, canvas, DVD, the Internet, and onstage and onscreen.

As stated above, the areas of focus will be:

1. Visual Arts
2. Music
3. Media Arts
4. Film and Theatre
5. Dance

Each area of focus will equip all students with the knowledge and skills to graduate from high school and prepare them to be quality stewards of their community.

SAMPLE COURSE OFFERINGS

Focus Area	Classes
VISUAL ARTS	INTRO TO ART ART HISTORY AND ANALYSIS ART HISTORY AP DRAWING AB LIFE DRAWING PAINTING 1AB PAINTING 2AB GRAPHIC DESIGN SCULPTURE CERAMICS ADV. SCULPTURE PHOTOGRAPHY 1AB STUDIO ART AP AMERICAN IMAGES
MUSIC	INSTRUMENTS AB CONCERT BAND JAZZ BAND SYMPHONIC BAND STRING ORCHESTRA HARMONY 1 & 2 MUSIC COMPOSITION MUSIC HISTORY LITERATURE & ANALYSIS CONCERT CHOIR BEGINNING VOCAL INTERMEDIATE VICAL ADVANCED VOCAL BEGINNING CHOIR ADVANCE CHOIR MADRIGALS MUSIC THEORY VOCAL ENSEMBLE
MEDIA ARTS	DIGITAL IMAGING INTERACTIVE DESIGN VIRTUAL DESIGN CINEMA MULTIMEDIA SOUND PRODUCTION ANIMATION

Focus Area	Classes
FILM & THEATRE	FILM MAKING FILM MAKING PRODUCTION FILM EDITING DOCUMENTARY STUDIES & PRODUCTION BEGINNING ACTING INTERMEDIATE ACTING ADVANCED ACTING DRAMA AB PLAY PRODUCTION SHAKESPEARE PERFORMANCE SURVEY OF WORLD THEATRE STAGE TECHNOLOGY & DESIGN COSTUME AND MAKE-UP DRAMATIC WRITING SCENE STUDY
DANCE	BEGINNING JAZZ INTERMEDIATE JAZZ ADVANCED JAZZ BEGINNING MODERN INTERMEDIATE MODERN BEGINNING BALLET INTERMEIDATE BALLET ADVANCED BALLET DANCE CHOREOGRAPHY & PRODUCTION JAZZ ENSEMBLE DANCE RECREATION

WASC Accreditation Timeline:

Prior to school opening in Fall 2011 SSJ will submit course subject templates to the UCOP to receive college board numbers for all A-G courses that will be taught at SSJ. SSJ will plan to begin the WASC accreditation process during its second year of operation. The school will file a request for WASC affiliation no later than April 30 of its initial year of operation for an initial WASC school visit to take place before September 30 of the school's second year of operation.

Strategies to ensure SSJ meets WASC criteria:

The entire A-G College Board number and WASC process will be overseen at SJSJ by the Curriculum and Instruction Committee (CIC), which will be a sub-committee of the SDMC. The CIC will consist of the school Principal, all department chairpersons, and any other school personal that the SDMC designates. The CIC will be responsible for ensuring that all A-G courses receive College Board numbers and all school policies, procedures and curriculae meet the requirements for WASC accreditation.

Process: SJJ will follow the six steps for WASC affiliation/accreditation as outlined in the guideline provided on the WASC website.

Curriculum Development:

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Not Applicable

c. Addressing the Needs of All Students

Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

As Social Justice Schools, all students are welcome. Students with IEP's, 504 plans, English Learners (EL), Gifted students, students of poverty, Standard English Learners (SEL) and any other student who does not fit into one of these categories will find their needs met in one of our School's depending on the individual's interest. In the Social Justice School's we are committed to offering all students opportunities to excel in academic, cultural, and social development in order to become transformative leaders in their school, community, and most importantly, their lives after graduation. Recognizing the special needs of students from poverty (81% eligible for NSLP), English Learners (40%), Standard English Learners (43%), as well as Students with Disabilities (11%) and GATE (4%) students, the SJS's will collaborate with the two other small schools on campus (See letter of agreement) to create the best learning environment where every student can succeed. In order to create such an environment we believe students need to be cognitively engaged and all students must feel they are of importance we will do so by investing in the identity of each and every individual no matter their needs.

In addition to the elements for meeting the needs of diverse learners already described in the Instructional Philosophy section, The Social Justice Schools' mechanism for serving specialized populations of students is based upon Responsive to Intervention (RTI). RTI means 'early diagnosis and the right interventions' which may result in changing the intervention to meet the student's need. The focus of RTI is on early intervention and specific researched-based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short term gains.

The description below briefly summarizes specific programmatic approaches for these student subgroups with more detailed information included in Section 6 on Serving Specialized Populations.

Students with special needs/Students with disabilities

The Schools will take every measure to personalize the learning experience of each student with disabilities, through a focus on art and technology, and through building on the strengths and responding to the needs of each student with the development of an Individual Learning Plans (ILP). Students will take an active role in the development, management, and promotion of their education by:

1. utilizing the skills learned in LAUSD's IMPACT
2. using the Structured Learning Center

Teachers may decide that inclusion meets the needs of one student so that student's ILP would involve attending a Biology class where there are two teachers a general education teacher and a special education teacher who design their lessons together using the Teacher/Apprentice Instructional Model ensuring that all students whether special education or not are able to inquire, learn and master the content. Another student with disabilities may be able to be mainstreamed into the general education classes where the Teacher/Apprentice Instructional Model will be used in all disciplines and receive support and services during their elective period from the Structured Learning Center. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. In this instance a student may be included through the Schools elective classes where the Teacher/Apprentice Instructional Model

will be utilized and cored with their SDC class allowing students to engage in the least restrictive environment. **The Teacher/Apprentice Instructional Model will be used in every classroom** where teachers and students will partner to inquire, to learn about the subjects in question, and about each other.

Students of poverty

Faculty and staff will support students of poverty and their families by helping them to connect to the community organizations and public agencies that provide programs that address their needs. Students of poverty will benefit from the schools philosophy of teaching the whole child, investing in the identity of each and every student, with close monitoring from their Team of teachers, access to the on-campus physical and mental health services and other necessary resources. Students who have uncertain housing, a temporary address or no permanent physical address, we will be able to get resources to provide transportation, clothing vouchers, school supplies, tutoring services, and other programs with the necessary paperwork completed.

Gifted students

Gifted students will also play a major role in the Schools. Both Schools will provide leadership opportunities to our students in the form of Student Body President, student representatives in decision making councils, and clubs. Students who are interested in such leadership opportunities will be encouraged to focus on Transformative Leadership so that they may become leaders and successful adults in the 21st century, our students will inevitably partner with people from different parts of the world, and different cultures throughout their lives. Quite possibly some of our students could choose public relations to transform their community. Most assuredly our students will help shape public policy through community organizing, public speaking, and publishing influential documents to let our civic leaders know that we are interested in improving the environment in South Los Angeles.

Gifted students will be grouped together because of their higher abilities along with an honors grouping we will also offer Advanced Placement (AP) classes such as AP Calculus taught under the Teacher/Apprentice Instructional Model, and AP World Language also taught using the Teacher/Apprentice Instructional Model. Our classes will provide ample opportunities for growth in student-selected areas allowing students to invest in their education where they see fit under the Teacher/Apprentice Instructional Model where both students and teachers learn from one another.

English Learner (EL) students

We will incorporate Specially Designed Academic Instruction in English (SDAIE) strategies to welcome English Learners into the Schools. Our teachers who speak students' languages will meet with students during their regular advisory period to give them counsel and intervention. All EL students will be supported in content classes whether they are programmed in English as a Second Language or grade-level English classes with the SDAIE strategies. Because we believe that it is our mission to educate the whole student, and to do so by helping them to develop a *powerful literacy* that helps them become leaders in their communities and the world, we feel we must do this first by creating a power relationship in our classrooms that allow our EL students to negotiate the terms of their own educations. This literacy will extend throughout their a-g curriculum, so that we enable them to forge their own paths as leaders on their campus, in their communities, and in their world after graduation, onto college, and throughout their lives helping the surrounding community by providing solutions to social justice issues within their area. Within the Social Justice Schools students will be encouraged to build their academic foundation and focus on Transformative Leadership to become leaders in their own lives, communities and the world. EL students will be leaders in bringing knowledge from around the globe into the Schools.

Standard English Learner (SEL) students

Standard English Learner (SEL) students will be provided with a comprehensive, college preparatory liberal arts education. All students but specifically Standard English Learner students will participate in WestEd's Reading Apprenticeship which helps teachers support students to become motivated, strategic, and critical readers, thinkers, and writers. Their research-based framework supports high school students at all levels to develop positive literacy identities and engage with challenging academic texts. The Reading Apprenticeship draws on teachers' untapped expertise as discipline-based readers, and on

adolescents' strengths as learners building on the Teacher/Apprentice Instructional Model where teachers and students work together and also learn from one another.

d. Instructional Strategies

Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

The following four instructional strategies will be used in every classroom of the SJS: Fine Arts Academy, and its sister school, the SJS: Fine Arts Academy:

1. SDAIE
2. Interactive Notebooks
3. The Reading Apprenticeship Framework
4. Socratic Dialogue

SDAIE

Specially Designed Academic Instruction in English, or Sheltered Instruction, is a methodology that includes attention to four key elements during instruction: content, connections, comprehensibility, and interaction, with the goals of improving the language acquisition and overall learning outcomes of English Learners (SDAIE Training Module 1, Language Acquisition Branch, LAUSD). Implementing SDAIE means that teachers systematically 1) identify essential content and skills that students require for academic success, 2) help students access prior knowledge from previously reviewed content, skills, and strategies or previous experiences inside or outside of school, 3) increase the comprehensibility of their instruction through careful linguistic and visual cues, and 4) provide multiple and structured opportunities for interaction between teachers and students, students and students, students and texts, and students and self. A myriad of teaching strategies support these elements. A starting place for school-wide strategies would be those the District has already identified—instructional conversations, academic language development, cooperative learning, and graphic organizers. Throughout the Reading Apprenticeship model and Socratic dialogue, SDAIE will help teachers make sure that language and content are directly and specifically taught in a way that provides access for ELs.

Interactive Notebooks

Interactive notebooks, specifically using the left side (student generated)/right side (teacher generated) model, are an excellent way to allow students to actually engage with the various texts they use throughout their content areas. These allow for the passive learning that is necessary to write notes and procedures, but create multiple opportunities for students of all learning types to actively work with their course material in multiple ways--including learning maps, diagrams, drawings, and reflection. Interactive notebooks are an excellent way to foster metacognition in all of our classrooms and we intend to use them in every classroom.

We feel the History Alive framework from TCI has a spectacular curriculum designed around interactive notebooks, and we intend to not only embrace that, but use it as a model to develop an interactive notebook strategy across our content areas and in our PE and Arts classes, as well.

The Reading Apprenticeship Framework

The WestEd Reading Apprenticeship framework will not only be incorporated into our Academic Literacy classes, but the teacher/apprentice model of that framework will be implemented school-wide. We intend for all of our teachers to be the orchestrators of the learning environment while helping our kids to become our partners in inquiry. Not only is this kind of relationship--based more on interdependence than

power--clearly an excellent way to validate our students' identities and teach them the powerful literacy they'll need to become leaders when they graduate, it's a research-validated strategy.

The research on learning as assisted performance (Tharp & Gallimore, 1991) and cognitive apprenticeship (Collins, Brown, & Newman, 1989) supports the apprenticeship model for both cognitive engagement and academic development in the disciplines. In their model for disciplinary literacy, the Institute for Learning at the University of Pittsburgh defines apprenticeship as the process whereby "teachers create opportunities within and beyond the classroom that help students acquire the knowledge and habits of mind of their discipline through active engagement in appropriate tasks" and further "this kind of apprenticeship allow[s] learners to acquire complex-interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior" (University of Pittsburgh, as cited in LAUSD Instructional Guide for English Language Arts Grade 8, p. 18).

Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 453-494). Hillsdale, NJ: Erlbaum.

Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge: Cambridge University Press.

Socratic Dialogue

Dialogic discussion, or Socratic Dialogue, draws on the purpose and tone of the dialogue between ancient Greek philosophers such as Socrates. The purpose of dialogue, then, is to seek knowledge and understanding through interaction with others. It is therefore both a form of cognitive apprenticeship as well as a strategy for language development. These elements connect to our mission and vision for the school as well as support critical language development for our specific student population. According to Adler and Rougle (2005), dialogic classrooms have the following characteristics:

- a culture where work is posted, books are available, and thoughtfulness is expected and rewarded
- discussion time is used to develop students' understandings about a text or topic
- students learn how to speak, listen, respond to and challenge each another in effective ways
- students are taught to look for multiple perspectives to enrich their understanding of a text or topic
- students are challenged to support ideas on a regular basis in discussions and in writing
- teachers scaffold each students' learning of new and more difficult tasks
- texts and discussions build on previous ideas; these ideas link back to significant larger topics
- students reflect on what has been learned through discussion and how understandings have changed over time

Dialogic discussion can take several forms in the classroom, such as a Socratic Seminar or a rigorous debate. Each of these forms reinforces and builds on the above classroom characteristics while also deepening student understanding of both content and literacy across the disciplines while giving students a voice in their learning. Thus, they support the intellectual and inclusive culture we aim to create on our campus.

Adler, M. & Rougle, E. (2005) *Building literacy through classroom discussion: Research-based strategies for developing critical readers and thoughtful writers in middle school*. New York: Scholastic.

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A Day in the Life...

Felix is a tenth grader in the Social Justice School Music Academy. At 7:30 his English class starts. The class this morning is discussing a poem by Langston Hughes, "Waiting on Roosevelt." Students are asked to write a reflection on what parts of the Great Depression are hard for us to understand today, and what the possible parallels are. Students are then asked to outline an essay on the theme of the poem and choose evidence from the poem to illustrate their points. Felix then proceeds to Algebra 2, where the teacher asks the class to come up with three different ways to figure out how much they will pay back over the life of a car loan at different interest rates. Next to language class, where students are editing each others' oral histories for grammar.

At lunch, Felix and his friends tour the public art gallery at the Social Justice School of Fine Arts and Felix's girlfriend shows him her displayed photography. In Integrated Coordinated Science, Felix struggles to write a lab report. His teacher notes that he needs extra tutoring. He will receive it from a friendly graduate student at Cal Poly Pomona that volunteers at the school after school.

Then for his favorite part of the day: Harmony 1 and Concert Choir. This is the part of the day when Felix relaxes and shines: he is an exceptionally talented singer and hopes to compose music someday. While his academic advisor has pointed out that Los Angeles is a good place to live if you want to compose movie scores, he is trying to decide whether he'd like to go to college and try for a music-related career or take over his father's business of running a lunch truck. His father has recently expanded to two trucks and Felix has good business sense for how to expand. Sometimes he dreams of making his family even more comfortable.

After school he makes an appointment with his Cal Poly Pomona tutor, stops in at the Medical Legal Community Partnership to listen in on the Juvenile Justice club that his girlfriend works at. When he gets bored with this, he takes advantage of the extended technology lab hours to type his paper for language class so that it can be published in the class book. He leaves at 5:30 to go home.

D. Early Care and Education:

Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care and Education (ECE) in the Operations of an Elementary School, located on the Public School Choice Web Site to view a comprehensive list of possible strategies to integrate child development services and their programs.

Not Applicable

SCHOOL CULTURE AND CLIMATE

3. School Culture and Climate

A primary goal of the SJS: Fine Arts Academy is to make CRHS#16 an artistic hub in the South Park community. Based on research that shows that students produce their best work when “published,” or in this case produced, students will display their work regularly in a public art gallery, on film, video, online, and through continuous theater and music productions open to the public. We will have help in accomplishing this through partnerships with USC Fine Arts programs and the Banshee Theater group, as well as in partnerships we’re pursuing with Loyola Marymount University and Inner-City Arts.

The centerpiece of the school culture is that the pedagogy will match the services offered at the school. The pedagogy is student-centered and based on empowerment; services are provided at the school so that the school becomes an integral part of the community and a place where families can come to address their needs.

Several community organizations will operate at the school as part of our philosophy of Extended Day Learning. These include a Medical Legal Community Partnership, a Family Source Program, and student and parent advocacy and training through Alliance of Californians for Community Empowerment (ACCE). The school will become a community hub of services and advocacy.

a. Description of School Culture

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

One cannot speak of school culture without speaking about the various cultures represented in the school’s community. A deeper understanding of the actual values, needs and differences will be focused on and addressed, whereby staff will continue to learn from all stakeholders as to how to better teach and how students learn. Teachers at SJS will continue to learn how their students learn.

We will provide a proud environment with school logos, marquees, bulletin boards, clothing and paraphernalia with positive and key messages appealing to the adolescent and demonstrating school pride in the staff. We will foster a sense of tradition where any new changes in staff, and/or alumni and can maintain the school’s integrity.

Self-advocacy:

SJS’s philosophy fosters student self-advocacy, responsibility and leadership, which ultimately lead to self-empowerment. In addition to pedagogy that focuses on student voice and the development of critical thinking skills and articulation, students will partner with multiple community groups that will: provide trainings about legal rights and how to read budgets, teach students how to organize to make their voices heard. These include: Neighborhood Legal Services of Southern California (that will set up a Medical/Legal Community Partnership), Family Source, Crystal Stairs, Break the Cycle, and Alliance of Californians for Community Empowerment (ACCE).

A Student Body Association will organize the ideas of the students into activities and make students feel ownership of the school. There will be strong student participation in the Shared Decision Making Council, the School Site Council, and all other student bodies. Students will be invested in the Single Plan for Student Achievement (SPSA)

Safety:

Ultimately, school safety is the first priority and responsibility with all stakeholders. Students must feel physically, mentally and emotionally safe. Safe to express themselves, make academic mistakes, interact positively to grow peacefully and happily.

The Shared Decision Making Council will set disciplinary policy for the school. There will also be a Positive Schoolwide Behavioral Support Team, made up of faculty, to talk about implementation of the behavioral priorities set by the SDMC. We will look for opportunities to partner with Los Angeles' Safe Passage programs to make sure that not only the school, but also the surrounding neighborhood, is a safety zone for students.

b. Student Support and Success

Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

SJS Coaches and Coordinators will be instrumental and key leaders in mentoring teachers with classroom management strategies that will specifically address challenging students. The counseling department will closely monitor student data, as outlined in RTI, keep a series of scheduled personalized counseling appointments during the four years.

If chosen together, The Social Justice Schools, Synergy Quantum Academy, and Academy of the Sun intend to pull together our Title I and Title III resources, wherever feasible, for items such as a Title I Coordinator, Title III Coach, professional development, and/or additional resources as deemed necessary for the success of our students.

The partners will also collaborate to provide support for struggling students via intervention programs such as after school tutoring, Saturday school, summer school, flex/seminar periods, and/or credit recovery classes. In addition, teachers will be expected to maintain an open line of communication with students' families via phone calls home, written notes home, and parent meetings, etc. We also plan to pursue partnerships with colleges such as Cal Poly Pomona, both with the possible large-scale WestEd partnership(see section 9) and their College of Engineering Project Lead the Way, USC's Upward Bound and Educational Talent Search programs. These efforts will scaffold our vision of the entire CRHS #16 campus as the academic, cultural, and social service hub for the community.

Finally, and most importantly, if chosen together, The Social Justice Schools, Synergy Quantum Academy, and Academy of the Sun College/Career Ready High School intend to pool categorical or other funds to create a state-of-the-art technology lab and library/media center/reading enrichment zone.

In addition to school staff, there will be a medical/legal clinic and several community organizations (Community Build and ACCE) that specialize in helping families to get the services that they need.

c. Social and Emotional Needs

Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

A healthy, safe, peaceful student is able to learn. Students at this age have enormous challenges in balancing their social and emotional needs. All staff will be in-serviced regularly on the latest research on

student mental health, social issues and best practices. Ongoing professional development on recognizing problem behaviors that can lead to drops in academic performance. Supports will range from guest speakers addressing teen issues from various partners, teen support groups.

The Social Justice Schools, Synergy Quantum Academy, and Academy of the Sun College/Career Ready High School would like to offer an athletics program for the entire campus that is overseen by an Athletic Director. If chosen together, we will conduct a feasibility study to determine what sports we can offer based on cost and the type of athletics space on the campus. In addition, the partners intend to work together so that all the administrators share in the responsibilities of supervising duties for after school clubs, athletic events, dances, etc.

d. College and Career Readiness

Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

The SJS, Academy of the Sun, and the Synergy Quantum Academy intend to maintain a common College and Career Center, staffed with a College and Career Counselor to maintain it. The center will be a drop-in facility with functioning, Internet-connected computers and printer that may be used by the entire student body. The Center will be open every school day, including during both lunches and for a minimum of one hour after school. Students will visit the Center for all types of college and work-related assistance, especially for help with college applications, SAT/ACT registration, scholarship applications, financial aid forms, career tests, job leads and searches, work permits, and recommendations for scholarships, EOP, and college admissions. The College and Career Counselor utilizes classroom presentations, email (including targeted mass emails to students), the school web site, posters and flyers, robocalls, and staff memos to publicize college and career-related opportunities to the CRHS #16 community. The College and Career Counselor will cultivate and maintain positive relationships with college, non-profit, SAT preparation, and scholarship contacts who give presentations at CRHS #16, attend school events like college fairs and evening workshops for parents, and generally share information and/or make their services available to CRHS #16 students. The College and Career Counselor will also serve as a contact for employers who want to hire CRHS #16 students for internships and jobs and will also publicize job and internship opportunities. The College and Career Counselor will organize several large-scale college and career-related events, such as field trips for entire grade levels and college fairs for the entire campus, each year.

e. Parental Involvement

Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

See the "Community Engagement Strategy" for a complete description of parental involvement. We have a three-pronged plan for engaging the community surrounding and families belonging to our school. 1). Participatory democracy in school governance that involves parents in running the school. 2). Providing wrap-around services for students and adult education at the school site to pull families into the school building and to connect the school to the community, based on the needs of our families, and 3). student and family participation in community betterment and advocacy.

We will set the school priorities through the Single Plan for Student Achievement, voted on by the School Site Council. The governance of the school will rely heavily on parent and student involvement through two venues; first, through the Shared Decision-Making Council, and second, through "School Families." In "School Families" groups of teachers will be grouped together with their advisory students and their parents. These "Families" would conduct a focus group each semester to discuss school curriculum.

SJS:GI will provide a parent center and a parent technology center. Technology classes will be offered in the parent technology center, and access to the Internet and computers will be available in our technology lab and library/reading enrichment center on an extended day basis.

f. School Calendar/Schedule

Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

The Social Justice Schools intend to use the standard LAUSD Traditional Calendar, with the early-start date planned for 2011-2012.

The SJS, Academy of the Sun, and Synergy Quantum Academy have narrowed down their potential bell schedules to two possibilities: a 4 x 4 block schedule --with 8 classes running over two days--very similar to one used now Jefferson High School, and a traditional 6-period day (**See Appendices for bell Schedules**). In both schedules we would have two seminar/advisory and two lunch periods, alternating. We feel the seminar/advisory would be the best way to provide graduation counseling/drop-out prevention and academic intervention services to our students. The advantage of the 4 x 4 that it allows more time for project-based learning, one-on-on teacher/student instruction, and differentiated instruction within each particular lesson. While we are all very excited by these possibilities in the 4 x 4 schedule, we have a few questions about programming students for specific courses, and we're not sure of its affordability--because this schedule requires more teachers than average. As such, we would like to work closely with our potential partners on campus to choose a bell schedule together during the implementation process, when the logistical and financial picture becomes more clear. *Our overriding concern is to ensure that, as a result of our collaborative partnership, students can take specific academic-need and elective courses at any of the small schools, and we feel this is the best way to accomplish that.*

g. Policies: (for independent Charter Schools only)

Describe and or attach the proposed school's policies as they relate to promotion, graduation, and student discipline.

Not Applicable.

i. Autonomy

Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

As stated above, the 4 x 4 schedule maximizes daily in-seat learning time for students. It also provides one long conference period each day to provide more planning time for teachers. We would also plan to have a shortened day each Tuesday to provide professional development and common planning time for our staff. We feel the regularity of this schedule provides more frequent opportunities for faculty members to "check in" with one another to ensure all teachers are getting the support they need from their peers and mentor teachers.

ASSESSMENTS AND SCHOOL-WIDE DATA

4. Assessments and School-wide Data

a. Assessment Philosophy

Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.

Social Justice Schools are based on two principles: cognitive engagement and identity investment. In order for students to perform well on evaluations, students must be invested and cognitively engaged with assessment tools. The assessment approach of the SJS is based on these core principles:

- The central purpose of student assessment is to improve student learning. Formative assessments are designed to give classroom teachers accurate, timely, and useful student-level information that leads to instructional modifications. Benchmark assessments are used by school leaders to monitor aggregated student progress (e.g., academic department, small learning communities, student sub-groups).
- Teachers must be involved in the development of assessment tools. Assessments must be aligned with common standards, the school curriculum, lesson planning, and instruction. Student learning must be assessed using multiple forms of evidence including standardized tests, periodic district assessments, and performance-based assessments of student work. School leaders will ensure that teachers receive high-quality professional development on the use of assessment tools, the interpretation of assessment results, and instructional strategies to accommodate differences among learners.
- Assessment results for all students entering the school must be used when placing students in courses.
- Appropriate accommodations must be made in assessment methodologies for students with disabilities. Adaptations in assessment, including the use of technology, should be consistent with recommendations contained in students' Individual Education Plan (IEP).
- College readiness should be assessed using the CSU Early Assessment Program (EAP) for all students in the 11th grade. Results allow the school to provide additional assistance to selected students during 12th grade. EAP data also reveal areas of academic instruction that may need to be strengthened.

b. Autonomy

Describe how the school will use assessment autonomy to maximize student learning.

Autonomy will allow educators to develop and select from a wide variety of assessment tools to accommodate differences in student culture and interest. For example, teachers would be able to assign different narratives for students to read on an assessment of comprehension based on the instructional focus in class. Teachers would have an opportunity to assign a range of persuasive writing assignments depending on student interest or current events.

c. Student Assessment Plan

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Assessment	Grade Level	Timing	Notes/Rationale
Analysis of middle school student data (CST, placement exams, etc)	8	Summer	Placement of students in summer Bridge program; placement in pre-algebra and other remedial programs.
Formative assessments	9-12	Weekly	All teachers will receive intensive training on in-the-moment, weekly, and end of term formative assessments.
Common end of unit exams developed for each course	9-12	End of instructional units.	Provides students with detailed feedback on their progress in the course.
End of term grades	9-12	End of term	Assessment criteria tied to syllabus and relevant academic standards.
Common School Based Assessments by course for each academic department	9-11	Quarterly	In year 1, staff will select test items from LAUSD's Periodic Assessment website. The results will be entered into MyData and will be used to monitor aggregated student progress (e.g., academic department, small learning communities, student sub-groups). Professional development and coaching programs will be modified based on assessment results.
CELDT	9-12	Sept-Oct	State-mandated summative assessment. The results will be used in students' EL monitoring folders to determine class placement and identify intervention areas to prepare students to reclassify.
CAHSEE	10	February	State mandated summative assessment. Data results will be used to identify students in need of intervention in the form of Beyond the Bell tutoring
CST/CAPA	9-11	March	State mandated summative assessment. Teachers will use MyData CST results to identify areas of weakness for each student in their core classes. Students will develop an educational plan with their seminar/advisory teacher on their educational goals based on their strengths and weaknesses.
Early Assessment Program (CSU)	11		Assess college readiness and provide additional support to students in 12 th grade. Assessment results reveal weaknesses in academic instruction at the department level.

d. Assessment Development

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Not Applicable.

e. Data Collection and Monitoring

Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

Professional development will focus on reviewing data and using conclusions to change instructional practice. West Ed will act as a partner in facilitating this professional development. This will be further described in the Professional Development section. The Social Justice School will use LAUSD's MyData website technology as the key tool for collecting and monitoring assessment results. This tool increases the availability and usability of student data enabling educators to improve teaching and learning. MyData reports student information including state test scores, student grades, attendance, A-G coursework, periodic assessments, and English Language Learner data. MyData will also allow the SJS to manage data from its own school-based benchmark assessments. SJS will use ISIS in cases where MyData does not provide sufficient access to student data.

SJS will adopt an early warning system to alert the appropriate counselor, teacher, or administrator when data on individual students reveal concerns about attendance, disciplinary actions, or academic performance. Each seminar/advisory teacher will be responsible for monitoring their students' test scores and triggering appropriate intervention when necessary.

ISIS and SIS will be used to monitor Average Daily Attendance for the entire school as well as track individual attendance rates for students. The Shared Decision Making Council will be responsible for looking at overall school patterns and identifying systemic ways of improving attendance. The PSA counsellor will monitor individual student attendance and provide intervention for students with truancy problems.

Graduation rates will be tracked by the school administration and cross-checked against the school data on www.lausd.net. Graduation data will be recorded in the Single Plan for Student Achievement (SPSA). The School Site Council will review graduation rates and revise the SPSA to implement strategies for improvement of the graduation rate. Transfers, suspensions, and expulsions will be tracked by the Dean and disaggregated by group. This data will be cross-checked against data tracked by LAUSD and posted at their website www.lausd.net.

f. Graduation Requirements

For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Students will comply with LAUSD graduation requirements. In addition, students will complete a rigorous and comprehensive four-year portfolio, which will include a long-term service learning project that aligns with the goals and philosophies of the Social Justice Schools.

Our goal is to have 75% of our students in the first graduating class graduate with completed A-G requirements. They will also receive counseling in their seminar/advisory class about how to meet college entrance requirements in every year starting in ninth grade. Starting in 2011 at the opening of the school, ninth graders will be put on an A-G track, and our goal is that by 2014 90% of graduating seniors will meet their A-G requirements.

PROFESSIONAL DEVELOPMENT

5. Professional Development

a. Professional Culture

Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

The social justice orientation of our schools' mission and vision require that we embody those tenets at every level of our organization. The professional culture of the schools must therefore reflect the notion that every student wants and deserves the highest quality college preparatory education and fine arts training. Furthermore, we believe that when students from disenfranchised communities attain this goal through cognitive engagement and identity investment, they maximize their potential for gaining the knowledge, skills, and experiences that generate positive social change in their lives and in their communities.

The professional culture of a school requires a commitment from each faculty and staff of time, energy, and expertise in their discipline toward this end. A social justice orientation requires that school leadership posit the faculty and staff as teaching and learning professionals who thrive in an environment where they can grow personally and professionally. Professional learning communities (PLCs) within each school that align teachers by subject matter provide the most appropriate place at the secondary level for teachers to come together as learners in addition to teachers of their disciplines [CITE]. This well-documented, collaborative model of staff development asks that each teacher engage in a rigorous, reflective analysis of their teaching practice that mirrors what we will expect from our students. Across the PLCs, common norms and expectations for collaboration will be articulated. The Adaptive Schools model [CITE] aligns efforts around and builds capacity in professional behaviors and interactions that maximize productivity in the PLCs.

Central to the Adaptive Schools model are the Group-member Capabilities, the Seven Norms of Collaboration and the Triple-track Agenda. Every meeting of the PLC will be governed by an agenda that addresses 1) a content objective, 2) a process/skill objective, and 3) group development. The four Group-member Capabilities that organize and direct the use of skills are the following:

- 1. To know one's intentions and choose congruent behaviors.**
- 2. To set aside unproductive patterns of listening, responding, and inquiring.**
- 3. To know when to self-assert and when to integrate.**
- 4. To know and support the group's purposes, topics, processes, and development.**

In their research at low-performing schools, Garmston and Wellman have found that many of the relationships between faculty, staff, and administrators are fragile. Additionally, group members' general behaviors do not allow for successful collaboration or productivity. When each person commits to developing their own Group-member Capabilities, and the Seven Norms of Collaboration further direct group behavior, a group can achieve synergy and experience success. The Seven Norms of Collaboration are the tools group members use to work together: Pausing, Paraphrasing, Probing for Specificity, Putting Ideas on the Table, Paying Attention to Self and Others, Promoting Positive Intentions, Pursuing a Balance Between Advocacy and Inquiry. Through the PLCs and at School-wide PD events, use of the Triple-track Agenda and the Seven Norms of Collaboration will build and support a professional culture that will help the SJS achieve their mission. (PLC DuFour, 2004 and Adaptive Schools Garmston & Wells, 1999)

b. Professional Development

Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

Professional development (PD) will take place through two means: PLCs and ongoing school-wide PD within each academy. In addition to pre- and post-school year PD days, weekly PD sessions will take place on Tuesdays during the school day, and students will be released early. The PLCs will foster professional development in the pedagogy, content knowledge, and pedagogical content knowledge required for relevant and high-quality instruction in each discipline. The school-wide PD will support all teachers in learning about implementing instructional approaches and strategies central to the school's mission and vision (i.e. CRRE, Reading Apprenticeship framework, Socratic dialogue, SDAIE, Interactive Notebooks). Teachers will complete a survey at the beginning of the school year for school leadership to gauge prior experience and expertise with these strategies, as well as allow for suggestions of additional strategies congruent with school initiatives. One such tool from which to draw for the PD survey will be the CRRE Quality Indicators list produced by the Academic English Mastery (AEMP)/Closing the Achievement Branch of LAUSD (**see Appendix**).

While the research on teacher development has found that teachers' levels of cognition correlate with their overall ability to handle the complex nature of the profession, as mentioned earlier, the mission of the SJS also prioritizes cognitive engagement of learners. The goal of Cognitive Coaching is to facilitate cognitive shift, or a substantial change in perspective or thinking. Therefore, Cognitive Coaching can ensure that our teachers access the same learning opportunities as their students, which are differentiated by the coaches based on their assessment of teachers' current cognitive position. Five energy sources that positively impact cognition are: efficacy, flexibility, craftsmanship, consciousness, and interdependence. As the Cognitive Coaches support teachers in drawing on these energy sources to engage cognitively, so can the teachers themselves work to support their students, as part of the mission of the SJS is to use cognitive engagement to maximize learning outcomes.

Through the WestEd partnership, our Instructional Leadership Team and PD Committee will be trained with the Local Accountability Professional Development Series. The training package includes the following modules (see Appendix for course descriptions):

- Using Data for Standards-based Instruction
- Monitoring Student Achievement (Administrators)
- Unpacking Standards
- Developing Instructional Calendars and Curriculum Mapping
- Developing Common Formative Assessments
- Implementing Reteach and Enrichment Strategic Intervention

Administrators and PD facilitators will apply their training to develop professional development sessions, both school-wide and in PLCs, that cycle through a series of activities that are both data-driven and inquiry-based. PD facilitators will develop a long-term plan for the PD they lead at the beginning of the school year and indicate the feedback loops (i.e. assessment data, student grades, teacher evaluations, etc.) they will use to assess its effectiveness. Teachers will be supported in analyzing data from the school, classroom, and student levels to elicit questions or issues for exploration in terms of content and instructional strategies. In addition, an ongoing thread of PD will be reflection on and dialogue around the schools' three instructional pillars: powerful literacy, apprenticeship, and CRRE. Instructional leaders will model this practice at the school-wide sessions, and the practice will be guided and continued in PLCs across the disciplines. While CST and CAHSEE data serve as a starting point for analysis at the opening

of the school year and a reference point through the year, common formative assessments within the disciplines, including both the district's Periodic Assessments (where applicable and/or appropriate) and those generated by the PLC, build on the data available to teachers that is both current and directly aligned to grade level standards and school initiatives. At the school-wide PD sessions, data from peer observations that gauge foundational pedagogical practice (e.g. CRRE, standards-based instruction) and common strategies will provide teachers immediate feedback and opportunities for persistent reflection around their day-to-day practice. In order to optimize the useful data and feedback from peer observations, we will have school-wide observation tools and data collection procedures and train all teachers on these procedures at the beginning of the school year.

While teachers will analyze and reference data several times monthly during PD, they will always use that analysis to inform and plan instruction. Data protocols such as "Here's What, So What, Now What" will facilitate that transition. The tandem element of data collection and analysis for PD will be time for teachers to plan or co-plan, when appropriate, revisions or supplements to their current instructional program. PD sessions and PLCs will always provide time for essential, -guided practice and collaborative work in curriculum-mapping and instructional-planning that will allow teachers to draw on each others' expertise and experience as needed. Instrumental to student learning will be the strategically planned opportunities to re-teach or enrich content and skills.

In the Fine Arts Academy, a professional development partnership with Inner-city Arts (see Appendix) will enhance teacher's PD experience. Through their Professional Development program, both fine arts and content area teachers will build their expertise in teaching art, using art to build in opportunities for language development and visual literacy, and teaching students how they can use artistic expression as a way to communicate. The Teacher Orientation and PD Calendar sections below describe the logistics of rolling out this professional development.

c. Teacher Orientation

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

As our PD plan calls for teachers to participate as professionals and learners on various levels and around various instructional initiatives, teachers new to the profession and/or new to campus will require special support in becoming an active and contributing member of the community. One or more members of the PD Committee will be responsible for providing orientation to this group of teachers at the beginning of the school year (for all teachers in the opening year; see PD Calendar in Appendix. This four-day orientation will include information on the history and design of the school, a school tour, an overview of the Adaptive Schools model, and training in strategies related to CRRE, the Strategic Literacy Initiative (SLI), and SDAIE. Teachers from the Fine Arts Academy will begin a 35-hour professional development program from Inner-city Arts' Annenberg Professional Development Program, and complete it over the course of the opening month of school.

Each new teacher will be assigned a mentor or "buddy" teacher who he or she can observe and/or with whom he or she can meet for support. During ongoing PD and PLC sessions, PD facilitators will make sure that new teachers acquire the additional training and resources they need to participate. This community-based and instructionally-focused model of new teacher support replaces the typical "new teacher meeting" that usually focuses only on operational matters.

In the opening year of the school, all teachers will attend the New Teacher Orientation, and all teachers assigned the freshman course in Reading Apprenticeship and the Algebra course from WestEd will

receive training directly from WestEd. Training for the ninth grade teachers in the common Life Skills course will also be provided.

d. PD Calendar

Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

The PD calendar (**APPENDIX**) allows for substantial opportunities for teachers to come together before, during, and after the academic year to inquire about and study their practice and student learning. Six paid PD days are allocated in August and June, and every Tuesday allows for collaboration during the school day. The PD Days will lay the framework for collaborative work through the Adaptive Schools model, as well as provide time for teachers to use the MyData system and other databases to analyze student achievement from the prior year. They will also begin essential work in unpacking standards and calendaring content and assessments for their disciplines. The emphasis of the Tuesday sessions will be data-driven and teacher-initiated work through PLCs. The first Tuesday of every month, however, provides for school-wide, foundational PD in the key instructional strategies for the school: CRRE, Academic Literacy, Writing Journals, and SDAIE. The intent of the placement of these sessions is that PLCs will apply the content and strategies to the work they do together. We start out with training in conducting Peer Observations, as referenced earlier. The CRRE and Writing Journals Session have been scheduled first to facilitate immediate implementation at the start of the school year. The Academic Literacy session follows as we consider it an umbrella strategy for all learners in all content areas. We have scheduled to revisit again in the second semester, as the most important PD initiatives must be ongoing in nature. The three SDAIE Sessions created by the LAUSD's Language Acquisition Branch will provide a common language and refresher training for all staff on this important framework for our ELs. In the second semester, we have left several school-wide sessions "To Be Determined," as professional development needs can often arise in the middle of the school year based on analysis of student achievement or classroom observations. Finally, two school-wide sessions toward the end of each semester allow for team-building activities. Such activities increase trust and morale, both of which directly affect teacher collaboration.

e. Program Evaluation

Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

Our PD plan includes an ongoing feedback loop that uses data from student performance on ongoing assessments, from teacher and administrative classroom observations, and from teacher evaluations forms at PD sessions to determine success and effectiveness. The open PD sessions in the second semester allow for flexibility in the school-wide PD calendar, and this is an inherent feature of the PLC design model as well.

f. Autonomy

Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

Traditional PD calendars and agendas in LAUSD have often used top-down, administrative- or coach-designed and led sessions. Out-of-classroom personnel may have expertise in the topic of the session, but their tendency to have been away from the daily context of planning and delivering instruction and assessing student learning can make PD seem superficial or irrelevant to teachers. Sessions are more relevant and implementation is higher when PD is data-driven, ongoing, and systematic, but also when it builds on adult learning principles such as teacher inquiry. In addition, when teacher experience a learning setting that recognizes their assets as professionals, allows them to engage fully, and that gives them the tools interact positively and productively with other learners, they will be more prepared and motivated to provide that same learning setting for their students. While the school-wide sessions focus on essential strategies that provide access and equity in the classroom, the PLCs take teachers through a cycle of inquiry, collaboration, and reflection that has shown to directly improve instructional practice and student achievement.

SERVING SPECIALIZED POPULATIONS

6. Serving Specialized Populations

a. Special Education

Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.

The Social Justice Schools, Synergy Quantum Academy, and Academy of the Sun intend to share our high-level special education funds across the CRHS #16 campus if our plans are chosen together. Some examples of the potential shared resources include a Bridge Coordinator and the structured common learning center for our individual schools' resource teachers and teaching assistants.

All students included in the SJS community, particularly RSP students and SDC students will benefit from the schools philosophy of teaching the whole child, with close monitoring from their Team of teachers, access to the on-campus physical and mental health services and academic intervention programs. The academy will also take every measure to personalize the learning experience of each student with special needs, through a focus on art and technology, and through building on the strengths and responding to the needs of each student with the development of an Individual Learning Plans (ILP). For all students, the academy will be a place where they are well known by a common set of adults who will track their progress and support their transitions within high school and beyond. Teachers will ensure that each student has mastered a set of competencies relevant to their needs and the Expected School wide Learning Results of the academy before they can proceed to the next level. The instructional program will be organized to accommodate key transitions and needs in the high school careers of its students. The SJS is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. The SJS will provide all students with the chance to apply their standards-based learning to innovative solutions to environmental challenges and social issues that they deem need rectifying. Collaboration between general education, special education teachers, and career partners will insure student success.

The goals of the academy are:

- 1. To support high expectations for academic and career achievement**
- 2. To promote critical thinking in their roles as students and citizens**
- 3. To support students' social and emotional development**
- 4. To build a strong, civil and collaborative community of parents, students and teachers**
- 5. To develop lifelong learners who are adept at the technological skills necessary to become actively engaged, thinking citizens of the 21st century**

We will meet the needs of our students through identity investment addressing issues of emotional health through proper counseling referrals from the adults who work with them; we will also meet the needs of our students through cognitive engagement actively engaging students with content in a deep and thoughtful manner with a clear link between home language and academic language; and we will meet the needs of our students with Response to Intervention (RTI). The SJS: Fine Arts Academy's mechanism for serving specialized populations of students is based upon RTI, a term that means the provision of systemic, phased in interventions:

- Tier 1=School-wide preventative services
- Tier 2=Strategic interventions
- Tier 3=Intensive interventions

These provisions start off preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (<http://floridarti.usf.edu/>). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short term gains. Below are plans that The SJS: Fine Arts Academy will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff.
- Fully integrate school-based Mental Health professionals into the planning and coordination of instructional services for SWD, EL, SEL, and other at-risk students.
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.

Students will be encouraged and supported when they avail themselves of the multiple intervention opportunities offered at the Academies, such as: peer tutoring, extended school year, intervention classes during the regular school day. Faculty and staff will support homeless students and their families by helping them to connect to the community organizations and public agencies that provide programs that address their needs. Students will benefit from the school's philosophy of teaching the whole child, with close monitoring from their Grade Level Team of teachers, access to the on-campus physical and mental health services and academic intervention programs. Students who have uncertain housing, a temporary address or no permanent physical address, we will be able to get resources to provide transportation (tokens/bus stamps), clothing vouchers (\$50), school supplies(backpack, notebook, paper, calculator, hygiene products, etc), tutoring services, and other programs. Students must fill out the SRQ (Student Residency Questionnaire) in order to be provided with these resources. The SRQ form can be found in every enrollment packet in the school office.

Special Education Policies and Procedures:

The SJS: Fine Arts Academy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by:

1. Utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues
2. The use of the Structured Learning Center to help students with disabilities who are struggling academically
3. Inclusion and mainstreaming models

Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP

team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: Special Teaching for Special Children. Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)

The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include:

1. Referral for Assessment
2. The Assessment
3. Development and Implementation of an Individualized Educational Program (IEP)
4. The IEP Review

The SJS: Fine Arts Academy will adhere to the LAUSD Special Education Policies and Procedures Manual.

Students with Disabilities:

Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Students will be included through Academy elective classes cored with their SDC class allowing students to engage in the least restrictive environment. Other students will be included in the general education classes and receive support and services during their elective period from the Learning Center. Also, special education students will be encouraged to participate in the extracurricular interventions offered to the general education students like after school peer tutoring and one-on-one mentoring. The needs of students will be identified and met through a variety of strategies that will allow students to access the curriculum. Some of these strategies will include; inclusion and team teaching where a special education teacher and general education teacher plan and teach their classes together, another strategy that will be used is Inquiry Based Learning where students are allowed to explore the curriculum and learn in a hands-on apprenticeship setting. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. British Educational Research Journal, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)

Students who fall under this category may include those with different intellectual capacities; physical handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, SJS: Fine Arts Academy's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the small school. Together special education teachers will plan modified curriculum collaboratively with the general education teacher. Teachers will have the time to collaborate during common conference periods and/or during professional development time to create the modified curriculum that is specifically designed for their students.

Students will work with professional partners and learn in a real-world setting. We believe this hands-on setting will provide the motivation some students need to succeed. The Academies will provide

modifications and specialized instruction for all tiers of special education, such modifications will be individualized to the students need as referenced in the students IEP/504 plan. Accommodations will be made for students with disabilities on a case by case basis where a team of teachers can decide what is best for each individual. The Academies believe that “No Child Left Behind” was intended to ensure that all individual needs must be met and that obstacles that might hinder a student’s performance be addressed so that the student can succeed. All laws specified in the No Child Left Behind legislation will be fully implemented. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.

We will also provide a Structured Learning Center designed to help students with disabilities that have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other three schools on campus.

Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP) but will not be limited to students with IEPs, all students will be able to take advantage of the Structured Learning Center. Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the small school to allow for the interaction of disabled students with non-disabled students; however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other small schools.

Extended School Year:

Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.

Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition. When the Los Angeles Unified School District can provide an extended school year, special education students will be included and targeted to ensure that they receive extra time to meet the goals of their IEP’s.

Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student’s IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.

If the IEP team determines that a student does not require ESY services, the student may be referred to the general education summer/intersession program.

PERFORMANCE MANAGEMENT

7. Performance Management

a. Performance Goals and Metrics

Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

N/A

b. Rationale

Discuss why the proposed school will track the mission-specific indicators selected.

N/A

COMMUNITY ANALYSIS AND CONTEXT

8. Community Analysis and Context

a. Description

Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

CRHS#16 is located on 54th Street between San Pedro and Avalon Blvd. This places the school in the South Park neighborhood of what is commonly referred to as South-Central Los Angeles. The school is part of LAUSD Local District 5 and is in close proximity to three LAUSD middle schools; Los Angeles Academy, William Jefferson Clinton and Washington Carver. The primary purpose of the school is to relieve overcrowding at three already operating LAUSD high schools; Fremont, Jefferson and Santee.

The South Park community is part of the larger South –Central Los Angeles community and as such is undergoing the same changes experienced by the larger community. South-Central Los Angeles is one of the most turbulent and troubled parts of Los Angeles County. It experiences relatively high crime rates for Los Angeles and has faced a serious urban gang problem for many years. To many outsiders little seems to change in South-Central Los Angeles, but this is very misleading. In fact the area is currently experiencing major demographic changes. The major change occurring is the continuing transition of the area from predominantly African-American to predominantly Latino. According to the 1980 census much of the South=Central area was over 50% African-American, with most neighborhoods anywhere from less than 10% Latino to between 10% and 25% Latino. By the 2000 census, this same area's demographics had changed to a majority Latino population of over 50%, while the African American population had declined to between 10% - 25%. In the decade since the 2000 Census this trend has continued, as indicated by the demographic profiles of many of the middle and high schools in the area. There are seven high schools in the South-Central region including: Crenshaw, Jefferson, Jordan, Locke, Fremont, Manual Arts, and Washington Prep (Santee is not included here because of its very recent inception). In the 1981-1982 school year, the combined demographic profile of these schools was 85% African-American and 14% Latino. By the 2004-2005 school year, this demographic profile had nearly reversed, with Latinos now accounting for 71% and the percentage of African- Americans falling to 29%. The changing demographics become even more pronounced when data from the individual high schools is examined. For instance, while Jefferson High School's demographic profile in 1981-1982 was 57% African-American and 42% Latino, that profile had changed to 7% African –American, and 92% Latino. The most dramatic of these changes occurred at Fremont High School, where the demographic profile went from one of 93% African-American and 7% Latino to one of 12% African-American and 88% Latino. These demographic trends hold true for the immediate area to be served by SJS.

In this area (called 'South Park' by the L.A.Times Mapping L.A. Project) there were an estimated 32,851 people in a 1.4 square mile area; giving it a population per square mile of 21,638 persons. That makes it one of the most densely populated areas within the City and County of Los Angeles. This area, which was over 50% African-American in 1980, by 2008 was only approximately 19.2% African-American population, while the Latino population had increased to 78.6%. Among the Latinos, approximately 57.2% are of Mexican ancestry, while the second largest group, Salvadorans, make up 2% of the Latino population. Nearly half of the residents of South Park are foreign born (49.4%), with the largest group coming from Mexico (76.8) and El Salvador (10.2%). The median household? income in 2008 was \$29,518, one of the lowest in the Los Angeles Area, with the majority of households earning \$20,000 or less. Only 3.4% of persons 25 years or older had attained a four-year degree from a college or university, while over 2/3 of residents 25 years or older had not completed high school (10,236). The average household size in the community is 3.9 persons per residence, of which 72.3% are renters. These numbers are pre-2009, and do not reflect the current housing crisis, which could only have increased the

percentage of renters to owners. In 2008 approximately 1,607 families were headed by single parents, comprising 27.9% of the total population.

In spite of what may seem to be insurmountable obstacles, the community to be served by CRHS#16 is one that is resilient, determined, and surprisingly optimistic. The work ethic evidenced by the residents is enviable. In most two-parent families both parents hold full time jobs, while the single-parent families usually rely on the extended family to provide for the students. To a parent, if asked, the response to the question, "What do you want for your child?", will be: "A better life for my child". The depth of their convictions on this subject is demonstrated on a daily basis by their willingness to volunteer for whatever tasks are needed; even if performing that task is a personal inconvenience. Finally, the omnipresent optimism that is found in this community, the belief that hard work and sacrifice will result in a better tomorrow, is refreshing and empowering; and is the greatest strength of the community.

There is tremendous untapped human potential in this neighborhood. We believe that the strong survival skills needed to thrive here are indicative of a resourcefulness that become an academic asset to students. If we access the existing knowledge in the community- about business, creative and careful use of resources and inventiveness, and the rich sense of history that the families in the community are steeped in, students can use this knowledge to unlock the secrets to academic success, provided an academic mentor who knows how to look for and build bridges.

The South Park Community has a number of needs that must be met by SJS. We believe that families will feel invested in the school if it helps them to locate the resources that they need. For this reason, the goal of our school is to provide wrap-around services (in particular medical and legal) that remove obstacles to learning and give parents a reason to feel at home in the school.

b. Background/Support

Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

All members of the team preparing the plan for SJS have extensive experience teaching in the South Los Angeles area. Many of the team members are current teachers at Los Angeles Academy Middle School which is located at 56th Street and Avalon Blvd., only two blocks away from CRHS#16. While teaching at Los Angeles Academy Middle School, the team members have developed a very strong understanding of and relationship with the local community and our population of students. The team members are very familiar with the challenges facing educators in this community because we deal with them on a daily basis and have been doing so successfully for many years.

In addition to the teachers from Los Angeles Academy Middle School, the team also includes a number of teachers with extensive experience teaching at various high schools in South Los Angeles.

Finally, many of our team members are already involved in community activities in the area through the Parents' Center and a proactive GATE Program at Los Angeles Academy. Middle School.

Community Partners:

Below is our list of potential community partners. Please read more about them, and how we intend to collaborate with them to serve our students and families, in section 9:

- Neighborhood Legal Services of Los Angeles (NLSLA)
- St. John's Well Child and Family Center
- Family Source (Community Build)
- Los Angeles Urban League

- Crystal Stairs
- Break the Cycle
- Hermandad Mexicana
- Free Legal Aid Los Angeles
- Alliance of Californians for Community Empowerment (ACCE)
- Coalition for Humane Immigration Reform Los Angeles (CHIRLA)
- Los Angeles DREAM

The following have pledged their support for our collaborative campus model and will be sending letters of support directly to LAUSD's Board of Education:

- Los Angeles City Council Member Jan Perry, Council District 9
- Reverend Calloway, Local AME Church
- Reverend Williams, Local AME Church

In addition we have the following potential artistic community partners, who can help our students to actualize their artistic ambitions and find new, creative ways for them to learn:

- Theatre Banshee **(See Attached Letter in Appendix)**
- Paula Cizmar, USC Professor of Playwriting **(See Attached Letter in Appendix)**
- Luis Alfaro, USC Professor of Playwriting
- Judith Royer, LMU Theatre Professor
- Inner-city arts

COMMUNITY ENGAGEMENT STRATEGY

9. Community Engagement Strategy

Our community engagement strategy is driven by the dual philosophy that wrap-around services are essential to pull families into schools and help deal with issues that are barriers to learning, and secondly that the central to the philosophy of social justice is the idea that students and parents need to become leaders and advocates for their vision of justice.

a. Engagement Plan

Explain the team's vision for engaging the community and the underlying theory that supports it.

We have a three-pronged plan for engaging the community surrounding and families belonging to our school.

- 1. Participatory democracy in school governance that involves parents in running the school**
- 2. Providing wrap-around services for students and adult education at the school site to pull families into the school building and to connect the school to the community, based on the needs of our families**
- 3. Student and family participation in community betterment and advocacy**

1. Participatory democracy in school governance

Starting with engaging families from the feeder school in the development of the plan for Social Justice Schools, our school will be built on the model of stakeholder involvement in key decisions of the school. These include:

- a. Setting the school priorities through the Single Plan for Student Achievement, voted on by the School Site Council;
- b. Budgetary alignment with these priorities, through the School Site Council
- c. Parent and student involvement in school curriculum through two venues; first, through the Shared Decision-Making Council, and second, through "School Families." In "School Families" groups of teachers will be grouped together with their advisory students and their parents. A "School Family" will consist of several teachers, their corresponding assigned groups of parents and students, and an administrator. These "Families" would conduct a focus group each semester to discuss school curriculum.
- d. Parent and community involvement in staff hiring decisions through the Shared Decision Making Council.

2. Services provided at the SJS Schools

- a. The SJS will provide a parent center and a parent technology center. Technology classes will be offered in the parent technology center, and access to the Internet and computers.
 1. Neighborhood Legal Services of Los Angeles (NLSLA) and the St. John's Well Child Clinic and Family Center will explore the possibility of collaborating with the Social Justice Schools to set up an on-site Medical Legal Community Partnership (**See attached article from LA Times reporting the significance of such a clinic in appendices**). NLSLA is also very interested in setting up a Social Justice Legal Services Clinic. These clinics will provide both services for students and families and also trainings about how to advocate for and access better services in the future. (**See attached letters of support in APPENDIX**)

We will apply in 2011 for funds under the new ACA (Affordable Health Care) bill to get a grant to run a School-Based Health Clinic (SBHC). If we are able to provide free health-care services in our school, we believe that it will pull families in. The ACA is providing \$100 million for such grants in 2011. <http://www.nasbhc.org/site/c.jsJPKWPFJrH/b.2554077/k.BEE7/Home.htm>

2. We will strive to provide office space for: Family Source (Community Build) so that they can provide youth employment services, tutoring, and mentoring programs. We will also strive to provide office space for Crystal Stairs so that they can help young mothers to find childcare services, and Break the Cycle, an organization that focuses on preventing teen dating violence. Students who are on parole will be able to meet with their parole officers on campus. **(See attached letter of support in APPENDIX)**
- b. The SJS will provide a parent center and a parent technology center. Technology classes will be offered in the parent technology center, and access to the Internet and computers will be available in our technology lab and library/reading enrichment center on an extended day basis.
 - d. We will use categorical funds to hire Community Representatives. These Community Representatives will engage with parents to try to involve them in the “School Families” described above. They will also be in direct contact with health clinics and social service agencies in the neighborhood to try to connect parents and students with the health and other services that they need in order to be able to focus on school.
 - e. Our discussions with College of Education Dean at California Polytechnic University at Pomona demonstrate strong interest in exploring a partnership with the Social Justice Schools Design Team, Academy of the Sun, Synergy Academies, and WestEd. Possible areas of focus for such a partnership include:
 - Mentoring and support from Cal Poly education faculty for school leaders
 - Support from Cal Poly’s highly regarded science and math faculty that are involved in the university’s secondary preparation program
 - Internships and research opportunities for graduate students enrolled in Cal Poly’s new ED. D. program in education
 - Support from university outreach personnel with academic preparation, early assessment, applications, and financial aid
 - Induction support for beginning teachers
 - Mentoring and tutoring of students from Cal Poly undergraduates

Cal Poly Pomona and WestEd are currently recipients of grants from the Kellogg Foundation. These grants are designed to expand the educational opportunities for underserved students in the Los Angeles region. If realized, a partnership among Cal Poly Pomona, WestEd, the Social Justice Schools, Synergy, and The Academy of the Sun at high school #16 would have a powerful impact on the achievement of this critical mission, and the missions of the schools themselves.

3. Student and Parent Involvement in Community Betterment and Advocacy

Elements include:

- a. A student Service Learning Requirement that is more rigorous than the current LAUSD student Service Learning Project. In order to graduate, students will have to complete a portfolio that details more than one community project that they have been involved in. Students will be asked to compare and contrast the effectiveness of at least two community (or school wide) betterment projects.
- b. Alliance of Californians for Community Empowerment (ACCE), Hermandad Mexicana, Coalition for Humane Immigration Reform Los Angeles (CHIRLA), the Dream Network (AB 540 students), are all invited to do “Know Your Rights” trainings on campus. As part of above-

mentioned Service Learning Requirement, students are provided internship opportunities with these groups. (See attached letter of support in APPENDIX)

- c. One major component of every student's Life Skills course at SJS:GI is a two-month long unit on advocacy, where students consider the various channels for advocating for change in our democracy.

b. Key Community Partnerships

Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

Several organizations are listed in part 9a as potential community partners:

- a. Neighborhood Legal Services of Southern California. This will support the goal of the school by helping students and parents to access legal and health services that will help them to overcome barriers to concentrating on their educational goals. It will also support the concept of social justice education by helping students connect academic lessons to real life legal situations and learn how to use analytical skills to learn how to tackle real problems, with the help and guidance of experts.
- b. St. John's Well Child Clinic and Family Center. This will support the goal of the school by helping parents and students access medical services that will help them to solve the health problems that impede academic progress.
- c. Family Source (Community Build) may provide youth employment services, tutoring, and mentoring. This will support the goal of the school by helping to prepare students for post-graduate success and helping to bring families into the school site and to become more engaged. The Shared Decision Making Council or its designated committee would oversee this partnership.
- d. Crystal Stairs (childcare services for teen mothers), Break the Cycle (teen dating violence prevention), Hermandad Mexicana (citizenship training), can all help provide services in the school. This will further the mission of the school by making the school more connected to its surrounding community. School administrators would oversee these partnerships.
- e. Neighborhood health clinics will help our students deal with health problems. This will serve the mission of the school by helping students to focus on academics. The school's Community Representatives will oversee it.
- f. Alliance of Californians for Community Empowerment (ACCE), Hermandad Mexicana, Los Angeles DREAM network may provide "Know Your Rights" trainings and internship opportunities for students. The Shared Decision Making Council will oversee these relationships.

The Social Justice Schools, Academy of the Sun College/Career Ready High School, and Social Justice Schools have shared their collaborative campus model to several community organizations, local officials and religious leaders, and colleges and universities. Letters of support from several of these entities for all three of our teams are provided in **the APPENDIX**. Additional letters of support have been pledged to be sent directly to LAUSD's Board of Education.

SCHOOL GOVERNANCE AND OVERSIGHT

10. School Governance and Oversight

a. School Type

Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

The Social Justice Schools will operate under the governance of Shared Decision-Making Council and School Site Council. All stakeholders, including students, parents, community members, teachers, classified staff, and administrators, are represented on both of these councils. In addition, The SJS will maintain a Compensatory Education Advisory Council (CEAC), and an English Learner Advisory Council (ELAC), the state required advisory committees, to engage more parents in the leadership and governance structures. These committees will be used to implement, maintain, and sustain constant communication between the school site and community. Parents will be engaged to serve on committees and councils.

The SJS will be governed by the policies, bulletins and regulations of LAUSD. All labor union agreements will be followed as described. Facilities, maintenance, and cafeteria services will continue to be provided by the District. The District will continue to support The SJS in providing leadership training, budget supports, and guidance. Based on experience in the community, with Los Angeles Academy Middle School located across Avalon from The SJS, and with the desire to step-up and provide the needed improvements to meet the student objectives. The SJS will engage all stakeholders to participate in personalization, intervention and culture of collaboration.

After our first year, with a fully assembled faculty, the SJS leadership will encourage the staff to democratically decide what governance model they'd like to embrace going forward: Traditional, Pilot, or ESBMM.

b. Applicant Team Capacity

List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The members of the applicant team filing this proposal are:

- Melissa Naponelli-teacher
- Joseph Zeccola-teacher
- Abigail Nunez-Title III Access to Core Coach
- Dorothy McGatlin-teacher
- Alicia Romero-Dean
- Kelly Green-teacher
- Charles Harlander-teacher
- Dan Suh-teacher
- Al Eddy-teacher

The following individuals will take a significant leadership role in the Social Justice Schools; Melissa Naponelli, Joseph Zeccola, Abigail Nunez, Dorothy McGatlin, and Alicia Romero.

Melissa Naponelli's leadership experience has been simultaneous with her teaching experience. Since 2003, she has taught Science at Los Angeles Academy Middle School. From 2005 until the present she has been a Team Leader of a PLC and has been a New Teacher Support Provider. She is currently UTLA Chairperson at LAAMS. She is an alumna from Cal State University, Dominguez Hills having earned a Bachelors of Science in Biology and holds her Professional Clear Single Subject Credential in Biological Sciences.

Joseph Zeccola has over ten years teaching experience at the university, corporate, and K-12 levels and is a proud social justice educator. He's currently a drama teacher and UTLA Chapter Co-Chair at Los Angeles Academy Middle School, where he's taught since March of 2008. Joseph is a member of the UTLA House of Representatives and Central Area Steering Committees, as well as a member of the SSC/SDMC on the LAAMS campus. He received his teaching credential with TeachLA through Center X at UCLA. Joe is an award-winning screenwriter and director, and a much-produced playwright. He has an MFA in playwriting from the University of Nevada, Las Vegas, where he also earned his BA in film.

Abigail C. Nunez ED.D received her Doctorate of Ed in Educational Leadership from UCLA in 2008. She currently holds the position of Title III Instructional Coach- Access to Core from the Language Acquisition Branch for LAUSD. Her credentials include California Preliminary Administrative Services Credential, Single Subject in English and Multiple Subject. Among some of her high honors, she was a UCLA Distinguished Dissertation Award Nominee, received the Kinder Excellence Teaching Award for Teach for America and a Fulbright Scholar Award recipient. She has taught at Los Angeles Academy Middle School where she currently the Access to Core Coach.

Dorothy McGatlin began teaching six years ago as a member of Teach for America's highly selective national service corps of outstanding college graduates dedicated to teaching that ensures all children have an excellent education. Although her degree from the University of Puget Sound is in Business and Leadership she brings with her an extensive training in dance. She has performed with Arizona's Dance Motion Performing Company, the University of Arizona Pomline, served as President of the University of Puget Sound's Repertory Dance Group, instructed for the National Dance Alliance, and for the Auburn Dance Academy in Auburn Washington. It is with this training and knowledge that after her two years of service were over she stayed at her placement school of Los Angeles Academy Middle School and developed and taught their dance program. She is credited with creating an innovative curriculum to reach all learners and provide every student with the opportunity to perform on stage. Ms. McGatlin has taken on numerous leadership roles at LA Academy Middle School including serving on the Site Council helping to write the single school plan, being a team leader to help facilitate conversation between teachers and administration, serving as department co-chair and planning professional development, and improving school safety as a member of the Safe and Civil Committee. Most recently she earned her Masters of Arts in Educational Leadership from Cal State Northridge.

Kelly Greene was a professional actor in Atlanta, GA for over 20 years, performing in 36 plays. He graduated with Bachelor of Arts degree from Emory University. And for the last 16 years has been teaching English and Drama in LAUSD.

Alicia Romero currently is Dean of Students at Los Angeles Academy Middle School. She also is a credentialed Academic Counselor where she served for five years at the same site. Prior to counseling she taught at several middle schools for six years in LAUSD and also taught ESL in adult school for LAUSD and MAOF. She also taught for the McKinney Program in partnership with the Salvation Army. She holds a Master of Science degree in School Counseling and a B.A. in Theater Arts. She completed training through LAUSD's APSCS Training Institute.

Charles Harlander is a theatre teacher. He graduated from the San Diego State University School of Drama. He has been a teacher of English and Drama for 15 years. He is an actor and teacher of acting for Theatre Cedar Rapids, LAUSD, and Lancaster High School. He is also the founding President of the Hollywood Repertory Theatre and is currently teaching Drama at L.A. Academy Middle School.

Dan Suh has 3 years of experience in teaching arts in LAUSD. He graduated with a Bachelor of Architecture degree from Rice University.

Al Eddy has been a private voice teacher choral singer for 30 years. He has been a public school Voice and Choir teacher for 3 years. He has worked in several professional choirs since 1971 an example being the L.A. Master Chorale. He has also worked with the L.A. Music Center Opera company for 6 years.

i. Autonomy

How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

The SJS's councils and committees will focus with the intended purpose of increasing industry's presences on campus for student connections. Focus will also be centered on the quality of the academic program. Through the mission and vision, academic outcomes will be reached or adjustments will be immediately made. The interim benchmarks created will be the key measures of needs.

In order to address the needs of the community, The SJS will reach beyond it walls, as an outreach to neighboring schools, i.e. Los Angeles Academy Middle School, to bridge smooth transition from middle school to high school, create effective parent outreach programs and family nights

ii. School Level Committee

Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

School Site Council is a decision-making council for Consolidated Application programs. SSC shall develop and approve the Single Plan for Student Achievement in consultation with all stakeholders. SSC also ensures that the school is continually engaged in identifying and implementing curriculum and instructional practices.

The functions of CEAC is to ensure that committees members receive training so that they may advise and make recommendation in writing to the principal and the SSC on the development of an effective educational program and plan that raises the achievement of all students. An ELAC will be developed to advise and make recommendation, like CEAC. However, ELAC will also focus on attendance, needs assessments, language census and the Master Plan for English Learners. Both groups will advise in development and approval of their respective budgets. CEAC will monitor Title I funds and ELAC will monitor Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets. CEAC and ELAC all under the Greene Act (Educational Code 35147).

Campus Wide Coordinating Committee:

If chosen together, The Academy of the Sun, the Social Justice Schools, and The Quantum Academy will create a Campus Wide Coordinating Committee (CWCC) to discuss all issues of joint concern to the four schools occupying the CRHS#16 site. The CWCC will control all shared staffing and evaluation issues among the four schools; budget issues that concern all four schools, and shared resources such as athletic programs and facilities, the Dean's Office, the Library, the College and Career Center, and any other shared facilities. While the CWCC for each of SJS's component schools will be a sub-committee of their respective SDMCs, each of the other schools will decide how it will be represented on the CWCC.

Hiring Committee:

The initial Hiring Committee will be appointed by the School Leadership Council and will be charged with interviewing candidates for administrative, certificated, and classified positions at SJS. After interviewing such candidates, the Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. Once operating SJS will create a permanent Hiring Committee which will be constituted as follows:

- The Principal and the UTLA Chapter Chair as co-Chairs
- Teachers
- Classified Personal
- Parent Representatives
- Student Representatives

All members other than the Principal and UTLA Chapter Chair will be selected via election from their respective member groups. The permanent Hiring Committee will be a subcommittee of the SDMC. It will include both parent and student representatives on the hiring committee, as well as the SDMC, allowing for input from all stakeholders throughout the hiring process rather than only in the final decision process; as would be the case if student and parent involvement was limited to their respective committees.

Curriculum and Instruction Committee:

The Curriculum and Instruction Committee (CIC) will be in charge of overseeing the WASC accreditation process and ensuring that all applicable courses taught at SJS receive College Board numbers from the UCOP. The CIC will also assist teachers in developing new courses that complement SJS's mission and vision statements. The CIC will consist of:

- The Principal and the UTLA Chapter Chair as Co-Chairs
- Teachers
- Parent Representatives
- Student Representatives

Inclusion of student and parent representatives on the CIC will allow these stakeholders to have a direct impact of what is taught at SJS.

iii. Governing Council

Describe the composition of the Governing Council and the process for membership selection.

Administrators, Chapter Chairs and Lead Teachers shall receive training to be developed by the school site, which will create a team of school leaders, based upon a model that creates bottom up, team building collaborators. This training will lead all parties to regard teachers, parents, and other stakeholders as critical partners.

SCHOOL LEADERSHIP

11. School Leadership

”One consistent feature of schools that succeed at educating poor children is that they are guided by a coherent mission: one that is embraced enthusiastically by teachers, students, and parents (Edmonds, 1979; Meier, 1995; Sizemore, 1988)...Successful schools, especially those that succeed over a long period of time, often have an intangible quality about them that produces high morale, and an *esprit de corps* that compels those who teach or learn there to approach their work with a sense of purpose and commitment.”

--Pedro A. Noguera
From *City Schools and the American Dream*

When Hillary Clinton said “it takes a village”, she encapsulated the concept discussed above. Only with the unity of purpose and cooperation of the administration, faculty, students, and parents, will the SJS be successful at fulfilling the Mission and Vision of the schools. And while we do not believe in a “top down” leadership culture, we do believe that in order for us to develop the type of *esprit de corps* Noguera speaks of above, the mission and vision of our schools needs to be embraced fully, from the top down. Only if our schools’ leaders buy into this philosophy will the rest of the faculty and staff. And only then, when all the adults on campus are practicing it, will the students and their families truly accept it.

a. Principal Selection

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school’s unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

The criteria for selecting a leader/Principal for SJS relies on the fact that the leader must believe in developing students both personally and intellectually so that they may graduate high school, earn a Bachelor’s degree, and emerge as leaders who will transform their community. The leader/Principal will be the chief administrator of SJS and will believe in the two core foundational beliefs of cognitive engagement and identity investment and guarantee the curriculum being delivered to students excites them, challenges them, and makes them think about their world and their relationship to it. The leader/Principal at SJS will serve as the instructional leader and is responsible for the direction of the instructional program and ensure that all teachers in every classroom are using the following four instructional strategies:

- SDAIE
- Interactive Notebooks
- The Reading Apprenticeship Framework
- Socratic Dialogue

The leader/Principal will be the chief fiscal officer and oversee operation of the school plant and related facilities assuring that all resources being utilized at SJS are directly related or can be directly correlated to student learning and student success. These criteria or characteristics for selecting a leader/Principal align with the SJS’s mission and vision completely because the mission of the SJS is to invest in young adults so they may develop personally and intellectually which will enable them to graduate high school, go on to college receive a Bachelor’s degree and emerge as leaders who use their academic foundation in the arts and sciences to become transformative leaders in their own lives, their communities, and their world.

The process that will be used to select the school leader/Principal will begin with:

- Agreement to adhere to Statement of Commitment
- Agreement to Universal Teaching Obligation
- Interview with School Leadership Council

The school leader/Principal of SJS: Fine Arts Academy will have to work cooperatively and collaboratively with the school leader/Principal of its sister school, the SJS: Global Issues Academy to assure all students the ability to graduate High School earn a Bachelor's degree and emerge as leaders who will transform their community. The two leaders/Principals will have to work with one another interdependently to meet the needs of the students and empower them to meet their full potential.

b. Leadership Team

Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

Leadership positions beyond the Principal position would be:

- UTLA Chair
- Counselor
- Department Chairs
- Parent Representatives
- Student Representatives

As a collaborative school the Leadership Team will develop the Instructional Program following the three specific areas of focus from our Instructional Plan:

- 1 . Visual Arts
- 2 . Music
- 3 . Media Arts
- 4 . Film and Theatre
- 5 . Dance

Each department will be headed by their respective department chairs (Leadership Team members) where the actual designing of the curriculum using State Standards and district Instructional Guides will take place. While the department is developing the Instructional Program they will also establish goals for themselves. Keeping in mind that our students are English language learners who will engage academically only to the extent that the lesson in question affirms who they are and allows them to genuinely invest themselves in learning. [Educational Leadership, September 2005]. Because we want students invested in their own learning we are utilizing the Teacher/Apprentice Model which allows students to become of aware of their own thinking process-metacognition. The Instructional Program will develop student's literacy from functional to powerful so they may use their academic foundation in the arts and sciences to become transformative leaders in their own lives and their communities.

The Leadership Team will ensure the Instructional Program is being implemented and will also evaluate the Instructional Program via:

- New annual evaluation tool to supplement the current Stull evaluation (the evaluation tool will be based on California Teaching standards)
- Self-evaluations
- Professional growth activities

- Portfolio documentation
- Peer observation and demonstration lessons

The leadership team will assess the progress in meeting the established goals and hold each other accountable for meeting such goals.

c. Principal Evaluation

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The leader/Principal of the SJS will be evaluated using the California Professional Standards for Educational Leaders. With the numerous responsibilities that lead to the improvement of all students the leader/Principal using the skills, attitudes and behaviors outlined in the standards will have the best opportunity to fulfill the mission and vision of SJS and to create and meet expectations of high standards for student learning. Embedded in the standards is a strong commitment to cultural diversity and the use of technology as a powerful tool in the community. The governing body that will be responsible for the evaluation of the leader/Principal will be comprised of a random sampling of the Leadership Team and the leader/Principal from the other Social Justice School according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD/UTLA Collective Bargaining Agreement.

STAFFING

12. Staffing

a. Staffing Model

Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

The SJS Academies will utilize a staffing model to promote autonomy, diversity, and community consciousness while efficiently using school wide facilities and programs. Each small school will have an administrator, a counselor, an office technician, and a representative group of teachers. The faculty will be divided among the small schools, their number dependent on District norms and supplemented by additional funding sources.

To address the large quantity and types of special needs of our students, the SJS Academies will depend on multiple support services and providers that will be shared by the small schools. A Bridge Coordinator will be responsible for all Special Education services including IEPs and placement of special education assistants. A full-time nurse and school psychologist will be available to meet the health needs of all students. One psychiatric social worker (PSW) will work with COST to refer for additional services, mentor student groups, and conduct individual counseling. A Pupil Services Advisor (PSA) will work on improving attendance and addressing the high dropout rate prevalent in the community. The Safety Officer will handle severe discipline situations and all safety issues affecting SJS. The Title I and Bilingual coordinators will supervise their respective programs and ensure student achievement through intervention, enrichment, and family and community engagement. The Library Media Teacher will coordinate library services, including information technology, annual orientation for all students and the Accelerated Reading program. The college and career coordinator will operate a College and Career Center to provide services: to the general education students and families, Special Education Students and families, as well as the GATE students and their families, as they plan for college and careers. The Testing Coordinator will direct school-wide testing and intervention programs.

School Leadership Council will be formed and will function according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement. The council will participate in shared decision-making on all of the matters provided in Article XXVII, Section 2.4 of the Agreement.

In addition to those matters listed in the Article XXVII, Section 2.4 of the Agreement, CRHS #16 intends to fully realize the goals of the State legislature in passing Education Code Sections 44666-44669, to create a complete Expanded School-Based management Model program that institutionalizes teacher involvement in decisions that affect their ability to teach. With support from the School Leadership Councils, CRHS #16 teachers will participate and be actively involved in selection of new teachers and administrators; evaluation of teachers and administrators performance; design and conduct staff development programs and policies; organize of the school for effective instruction; determine the roles and functions of teachers, administrators and classified employees.

If chosen together, Social Justice Schools, Academy of the Sun, and The Synergy Quantum Academy will create a Campus Wide Coordinating Committee (CWCC) to discuss all issues of joint concern to the four schools occupying the CRHS#16 site. The CWCC will control all shared staffing and evaluation issues among the four schools; budget issues that concern all four schools, and shared resources such as athletic programs, facilities and the Dean's Office, the library, the College and Career Center, etc. Each school will decide how it will be represented on the CWCC.

b. Recruitment and Selection of Teachers

Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

CRHS #16 Leadership Council will select teachers based on the rigorous selection process that has been established in the provisions and policies provided by LAUSD and UTLA, will be implemented consistent with applicable laws and the terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD. Codes of Conduct will be established for teachers to sign to give them the opportunity to know what is expected of them and their colleagues at our school site to maintain the integrity of our vision and mission statements.

There will be a Hiring Committee appointed by the School Leadership Council, which will be charged with interviewing candidates for administrative, certificated, and classified positions at SJS. After interviewing such candidates, the Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. The Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. The Hiring Committee will have seven seats and will be constituted as follows:

- The Principal and the UTLA Chapter Chair will serve as co-Chairs
- One parent of a student at SJS
- One classified employee
- Three teachers from the department in which the position is open.

Until such time as it is feasible to establish a Hiring Committee, the School Leadership Council will interview, evaluate, and make all decisions regarding candidates for employment at the SJS Academies. This process will cover any and all positions that need to be filled in the administrative, certificated, and classified areas.

In selecting teachers SJS will look for committed individuals who have the energy and interest to support the vision and mission of SJS. All teachers will be required to commit to 8 hours of “after the bell” work per month at SJS. A signed commitment to this obligation will be required of all teachers as part of their initial hiring process at SJS. Teachers will be able to meet this “after the bell” commitment in a number of ways including; after-school tutoring, participation on school governance committees, providing support for the school administration, individual and/or group professional development activities approved by the SDMC and any other activities approved by the SDMC. Teachers will also be allowed to meet their 8 hour “after the bell” commitment by participating in SDMC approved activities during their conference periods.

If for some reason a teacher is not able to fulfill all or part of their “after the bell” in any particular month they can ask to be relieved of their commitment for that month by a vote of the Leadership Committee at their meeting. Such exemptions from the “after the bell” commitment can be extended beyond the initial month, but each additional month’s exemption will require an additional supporting vote by the Leadership Committee.

All staff at SJS must have all qualifications and certificates required under state and federal laws. Every effort will be made to ensure all GATE teachers have earned a GATE certificate.

c. Autonomy

How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

CRHS #16 School Leadership Council ability to staff the campus with personnel who understands the importance of our students, their communities and their education will be able to implement the tools necessary to carry out the school's vision and mission, to invest in young people as transformative leaders in their communities and their world.

Staffing autonomy is necessary to allow SJS to hire staff members willing to accept the enhanced commitment to the school that will be expected from all staff members at SJS. This is particularly true for the "after the bell" commitment required of all teachers at SJS. The "after the bell" commitment is intended to be a major component of SJS's effort to meet its goal of forging, "a path toward graduation and a Bachelor's degree" as stated in our mission statement. To put it simply, unless teachers are willing to make the commitment required to achieve the goals set out in our mission and vision statements we do not want them at SJS.

d. Evaluation

Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

CRHS #16 School Leadership Council will develop a new annual evaluation tool to supplement the current Stull evaluation. The evaluation tool will be based on California Teaching standards, self-evaluations, professional growth activities, portfolio documentation, peer observation and demonstration lessons. All teachers will be given the opportunity of professional development and peer consultation to continue to develop and grow as an effective teacher at CRHS #16

FINANCES

13. Finances

a. Financial Sustainability

Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

We are an internal applicant and we will receive funding via LAUSD's transparent budgeting process (based on student ADA).

b. Additional Funding

To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

For Traditional, ESBMM, Pilot and Network Partner Schools Only

The Social Justice Schools will work with our proposed partners at CRHS #16, Synergy Academies, and The Academy of the Sun, along with WestEd to write multiple grants to fund both WestEd's efforts on our campus, as well as some of the more ambitious community partnerships--such as neighborhood health clinics.

If chosen together, Synergy Quantum Academy, Academy of the Sun College/Career Ready High School, and Social Justice Schools plan to work with our schools' students and staff to operate a shared Common Student Store. The store will sell school-branded merchandise such as sweatshirts, beanies, scarves, etc., as well as refreshments before and after instructional hours and during lunch periods.

c. Autonomy

Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

We have received an estimate of the per-pupil budget of about \$4,000. With a projected enrollment of 380 for 2010-2011, the school's budget will be approximately \$1.5 Million. LAUSD withholds funds, known as encroachments, to pay for special education, Maintenance and Operations, and other district services. The school site budget must cover salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the CRHS #16's campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school's physical plant, student activities, and the sports program, as well as instructional materials and supplies.

The relatively small amount of funds over which the school's principal and governing council will have discretion will be spent on programs targeting student achievement, supporting professional development on the integration of Fine Arts throughout the curriculum, culturally relevant and responsive education and Response to Intervention and Instruction strategies. Title One, the state Textbook fund allocation, School and Library Improvement, GATE, Bilingual and any other categorical funds will be spent in ways aligned both to federal and state guidelines and objectives and to the school's specific vision and mission. Per pupil funding will be spent predominantly on the reduction of teacher to student ratio. The SJS: Fine Arts Academy will strive to maintain a class size of average of 30 students or less in all academic

subjects. Funding permitting class sizes will be reduced to 25:1 in all academic courses and 30:1 in non-academic courses. Funding will also be utilized for summer professional development. Teachers will be paid training rate (\$25/hr) for participation in the 2-week summer institute with West Ed.

d. Budget Development

Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

As an internal applicant, the academy will be an LAUSD school operating under the rules and regulations of LAUSD. The academy will adhere to fiscal policies and accountability systems as established by the district.

IMPLEMENTATION

14. Implementation

a. Implementation Plan

What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G.

The very nature and time frame of the Public School Choice 2.0 makes implementation a masterful orchestration of many elements. The first step SSJ will take in executing its implementation plan will be to develop a rigorous standards-based curriculum. The curriculum will be developed by the SSJ School Leadership Council (SLC) beginning as soon as the school's proposal is accepted. Along with developing the standard A through G course SSJ's SLC will be developing academically rigorous courses that reflect the school's mission and vision statement including courses on transformative leadership, environmental studies, environmental sciences and various arts courses. This will involve applying to the UCOP for College Board numbers for any new classes that will require them.

Also upon acceptance of our proposal SSJ will begin developing plans to create a safe and secure campus for our students and staff. The SLC will use the proposals for discipline and other related campus procedures and activities included in our plan to develop a full discipline plan and other related procedures for the school.

The SLC's first step in staffing SSJ will be to hire a principal. Once hired the principal will become a member of the SLC and will take a leading role in all further staffing decisions. Other school staffing cannot begin until SSJ receives information on expected school enrollment from the district and has an estimated budget figure. Once this information is available SSJ will begin filling the rest of its staffing needs.

As soon as SSJ receives information about which students it will have, the SLC will take steps to set up a Parent Resource Center and move to include parents on all applicable school committees. The first step will be to hold a community meeting to welcome the parents and introduced the SLC to them. At the community meeting the SLC will ask for parent volunteers to help set up the Parent Resource Center. Once set up the Parent Resource Center will hold an election among the parents to select representatives for the various school committees.

SJS will begin the WASC accreditation process during its first year of operations. As stated above, applications to the UCOP for College Board numbers for any new classes that will require them will be submitted prior to September 2010. SJS will apply for WASC affiliation prior to April 30 of its first year for an initial WASC school visit to take place before September 30 of the school's second year of operation.

Upon acceptance of the SJS Proposal, the School Leadership Council will establish and empower the Hiring Committee to oversee the staffing of each of the SJS Schools.

This process will begin the day after approval, and will encompass all positions beginning with the two Principals, moving on to the Faculty and Classified Staff, and finishing with all other support positions.

The entire process will need to be done in a few months time in order to allow time for the choosing of department chairpersons and the fine tuning of the curricula to be sure that they are in tune with the Mission and Vision Statements of the SJS. Yet, as quick as this process will happen, this will only be the beginning of our implementation process.

It will take two-three years to fully embed our culture into a new teaching staff, but because this is a new school, and with the built-in supports from West-Ed, and the collaborative agreement we have with our potential partners on campus, this process should be smoother than most. Our professional development and common planning time sessions, developed in conjunction with WestEd, will be the key to fully embedding our proposed culture into the campus.

In order to ensure the plan below is implemented effectively over the coming months, the SJS will utilize WestEd's Planning and Monitoring Tracker (PMT). PMT is an online support system that offers educational entities a streamlined process to track the implementation and progress of district and school improvement efforts. The system's web-based delivery supports the content by making it accessible to users at all levels of technical expertise.

The Planning component of PMT emphasizes a continuous improvement model of planning. Funding and budget details and date-driven task assignments provide detailed information about the status of a school's plan. Embedded in the plan is technical assistance on topics such as conducting needs assessment, identifying effective strategies, and professional development. Additionally, numerous communication options support ongoing monitoring of activities and status updates.

b. Waivers

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The form will be available on the Public School Choice website in the coming weeks.

Not Applicable