

Social Justice Humanitas Academy

Valley Region High School #5

Public School Choice 2.0

December 1, 2010

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EXECUTIVE SUMMARY

1. Executive Summary

- a. Mission/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 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 in the 21st Century.*

Vision: Our vision is to achieve **Social Justice** through the development of the complete individual. In doing so we will increase our students' social capital and their humanity, while we create a school worthy of our own children.

Our Mission:

- To make intelligence and character the goal of education.
- To build our students' resumes as well as their characters.
- To create an academically rigorous, relevant, and safe learning environment for all students.
- To teach the state standards and the life lessons behind them.
- To create a student-centered school in which all stakeholders, parents, teachers, and community members are responsible and accountable for our students' success.
- To leverage the resources of our community to create a college going environment so our students can get to and through college.
- To create a holistic and collaborative model of instruction and management to develop all of our student's talents to their fullest.
- To challenge our students and create mechanisms to support them in meeting that challenge.
- To foster the development of civic minded individuals who choose to participate and who see the greater good as their good.
- To have our students gain compassion, feel empathy, understand rather than simply judge, and the ability to apply their knowledge in diverse settings.

Philosophical Foundation

In the Social Justice Humanitas Academy we treat each of our students as individuals and we teach to their diverse learning needs. We prepare each and every one of our students to get to and through college, in an effort to increase their social capital. Our curriculum combines the lessons from the past, with the skills they need for their future. However, above all else we prepare our students to be the humane stewards of the future. Our vision is social justice, and we fight for it through our lessons every day.

What students will know

- Students will receive the rigorous coursework needed for successful A-G completion through a coherent, student centered, and thoughtful curriculum presented by an instructor who teaches for understanding.
- Students will build new knowledge by accessing and building on prior knowledge.
- Students will know how to develop research questions of their own.
- Students will know how to access information from electronic, print, and human resources.
- Students will know that they are important and that the knowledge they come to us with is also important.
- Students will know how to reflect on their own learning and will see how a disciplined approach to meta-cognition will help them apply previous knowledge to new situations.
- Students will know how to use opportunities to be stewards for their classmates' success.

- Students will know how to empower themselves and their community to effect positive and substantial change as they see the connection between their efforts in school and the world beyond the classroom.
- Students will know how to investigate issues of race, morals, ethics, civic responsibility, and critical citizenship.

What students will do

- Students will know how to process knowledge using Wiggins and McTighe's *six facets of understanding*: explain, interpret, apply, perspective, empathize, self-knowledge.
- Students will use research and inquiry-based discussion to generate ideas.
- Students will write periodic interdisciplinary essays.
- Students will produce knowledge rather than just receiving it.
- Students will keep all work organized in interactive student notebooks.
- Students will ask the kinds of questions that make them participants in school-wide, citywide, nationwide, and worldwide discourse.

The Social Justice Humanitas Academy's Habits of Mind are ten values that are critical for each student's personal and academic success. These are the values that all adults on our campus will uphold as well as they model the benefits of lifelong learning, academic optimism, and self-efficacy.

1. Evidence: Your opinion is made stronger when supported with evidence. It is not enough to question authority you must also speak with it.
2. Perseverance: Never giving up. Defining your goals and sticking to them.
3. Thinking about Thinking: Being aware of how you learn best and being reflective about your actions.
4. Questioning and Problem Posing: Being curious about your world and unwilling to merely accept what you are told.
5. Creating, Imagining, and Innovating: Feeling free and confident to find new ways of thinking. Knowing that being original is normal.
6. Gathering Data Through all Senses: Being aware of and open to the world around you.
7. Interdependence: Collaboration that is rooted in respect for others.
8. Service: The desire to imagine and create a more just world.
9. Applying past knowledge to new situations-use what you learn.
10. Empathize—understand rather than judge

- 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.*

This community is rich in resources and dedicated to the students, and their families. These resources address critical needs and combat barriers to family success but also capitalize on our community's assets and values. Based on statistical averages from the 2008-2009 School Report Cards, the student population is 95% Latino, 28% English Language Learners, 11% Students with Disabilities, 8% Participants in the Gifted and Talented Education Program, and a majority Title I.

The new Social Justice Humanitas Academy will draw from largely the same population as the current Humanitas Academy at Sylmar High School. As VRHS#5 will be relieving the overcrowding of Sylmar High School, the majority of our students will move with the program. The Humanitas Academy has served this student population for ten years. Our track record with this population of students has shown that we know how to meet their educational needs. Having

the autonomies of a pilot school will allow us to direct more of our energy and actions to the differentiated and local needs of our student population, in addition to becoming able to more effectively direct community resources to the students and their families through a community school model.

- 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.*

“Even though students may learn in many ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination.” - Carol Ann Tomlinson

The Social Justice Humanitas Academy will prepare its graduates for success in post-secondary learning, for careers that are fulfilling, for active engagement in the cultural and civic life of their community and for participation in American democracy. Our mission is to prepare students for active engagement as citizens of the 21st century.

It is difficult to define our instructional program, it is an amalgamation of best practices and theory taught in a student centered interdisciplinary mode. The new SJHA’s instructional program is a synthesis of years of collective experience and research of the current Humanitas Academy teachers. The curricular autonomy will give us the ability to shift the paradigm away from the current trend: instruction is inorganically aligned with a theory or prescribed curriculum or curricular strategy. With the autonomy, we will constantly adapt our already successful, integrated and interdisciplinary Humanitas curriculum to the ever-changing needs of the students and the 21st century. As teachers in SJHA, at the core of our curriculum is the belief that all students bring a wealth of knowledge and experience to the table. We use that depth of their life experience to build their knowledge and social capital. We are able to expand this depth of knowledge and the ability to process and share that knowledge through a wide variety of effective instructional strategies and practices.

Continuing, though, the overarching strategy of the Social Justice Humanitas Academy is to differentiate instruction and link that instruction to ongoing formative assessments. As reflective practitioners, this allows us to personalize instruction for each student. Students are individually given the opportunity to learn in the way that best suits their needs and abilities. We are able to meet these needs by applying SDAIE strategies, non-linguistic expression, and authentic writing experiences, just as a few examples.

Although our collection of strategies brings together a large array of educational research, our curriculum is based on three primary research foundations. First, our curriculum is based on the research of Aschbacher (1991), Van Tassel-Baska (2008), and Newmann & Wehlage (1995) research on the Humanitas model of interdisciplinary teaching is at the core of our curricular structure. Humanitas students learn via interdisciplinary lessons revolving around Art, English and History. With the staffing autonomy of the pilot school model, we will be able to expand this interdisciplinary model to other subjects including math, science and foreign language. By bringing together multiple subjects, we are also able to increase the focus on creating curriculum, lessons, and units that follow our second research foundation, Howard Gardner’s research on multiple intelligences, ensuring we adapt lessons to meet all student needs. Third, lesson design is based on Wiggins and McTighe’s Understanding by Design model of establishing Essential Questions and Essential Understandings that give authenticity, direction, and relevance to what students are experiencing in the classroom.

- 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.*

“The learning environment must enhance rather than hurt the academic self-image of students. In doing so, the climate itself can augment motivation and actual achievement” (*From Rage to Hope* 87).

Our program promotes a culture of academic achievement and social justice. Teachers in the current Humanitas program embrace the philosophy that “there are critical features of a school’s culture—guiding ideas—that will move the school toward high achievement and social justice” (*Teaching to Change the World* 342). We will look to continue building on the academic environment that Humanitas has established during its ten years of existence—success built on a focus on high expectations, personalization, accountability, celebration of success, and safety.

Humanitas students receive a personalized education through the small pilot school design at the heart of the Humanitas model. Students get to know their teachers because the teachers work in grade-level teams where the core courses are taught by the same instructor – allowing the teachers to interact more with the students in areas outside their classrooms. All students are also enrolled in advisory classes where the teacher and students have the opportunity to develop more a more personal relationship as the teacher serves as a mentor to each student in his/her advisory. The advisory curriculum will also include lessons designed to develop our students as empathetic, inquisitive, and thoughtful individuals, but also to develop their sense of community and their role in that community as reflected in our vision and mission statements.

Continuing, the Social Justice Humanitas Academy will continue on its already established environment of high expectations as part of a rigorous academic program. We have developed programs and procedures to make sure all Humanitas students understand that not only is university admission a reality and a priority in our program as reflected in our mission statement, but that success at the university level as a means to establishing social capital is also a priority and expectation. We support this high level of expectations through our rigorous curriculum, support structures, and college preparedness program.

Moreover, students in the Humanitas Academy will face both a great deal of accountability through our program and also great amounts of praise for their successes. Each Humanitas Academy student has several student mentors who are chosen based on their past successes and resiliency in facing challenges, both in and out of school. These mentors will help monitor student success and helps struggling students to recover. Students who show academic success will be placed on one of three lists – gold, silver, or green – based on their GPA. These lists are posted in every classroom and will be posted in common areas at the VRHS #5, just as we already do in our classrooms at common areas at Sylmar High School. Teachers also publicly recognize students who have moved up a list (i.e. from green to silver) much like moving up a band in state testing. Students who have less than a 2.0 GPA are placed on the red list and are given opportunities for extra help through mandatory after school tutoring to increase accountability.

Finally, we will continue to prioritize creating a safe environment for students to learn. The current Humanitas Academy curriculum is based on the use of Essential Understandings and Essential Questions as defined by the Understanding by Design curricular design philosophy. These understandings and questions focus on the Humanitas Academy vision and mission of creating students with feelings of compassion, empathy, understanding, humanity, and character.

- 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.

The Social Justice Humanitas Academy will serve the greater Sylmar/San Fernando/Pacoima area, building on the Sylmar population we are currently serving. The primary strength and asset of this community lies in the community-based collaboratives that already exist within the community and from our feeder schools—San Fernando Neighborhood Partnership and the Sylmar Neighborhood Partnership—who are part of the Valley Neighborhood Collaborative, including such partners as Youth Speak Collective, EduCare Foundation, Friends of the Family and El Nido. By partnering with the VNC, SJHA has existing relationships with these organizations and will continue to collaborate with these organizations to serve this community.

Our vision of creating a community-based school seeks to solve the critical issues faced by this community. The current Humanitas Academy works to provide the best possible education to the students of this community – an education that we feel is worthy of our own children. However, under the pilot school and community school model we will seek to further meet the critical needs of our students as well as the community as a whole. We feel that a school should not only be a place of learning, but also a resource for the community. It is our vision and our mission to become this resource. By meeting the basic needs of our students and the community we will open up the opportunity for students to focus on their academic success.

We have chosen to work in this community because the existing Humanitas Academy has been part of the community for ten years. During this time we have opened our doors to the community through strong parent engagement and community meetings. We have sought out and received support from local leaders and from parents. For example, our parent representatives have attended the UCLA/EAOP Parent Ambassador program to empower our most active stakeholders. Under the pilot school and community school model, we seek to build on this current level of engagement by directing and coordinating resources to support students, families, and teachers. All stakeholders will be engaged and empowered as we create a very adaptive approach in which we will be able to adjust to the changing needs of the community quickly.

- 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.*

As a pilot school, the Social Justice Humanitas Academy will have a governance council that oversees all aspects of school administration including staffing, curriculum, community relationships, assessment, calendar, and budget. The fifteen members of the governing council will include the pilot school principal, one teacher representative from each grade level(4), one parent from each grade level (4), three students (10th, 11th & 12th), one representative of the community partners, one of the two co-lead teachers, and two at large teacher positions – 15 total members. There will be eight school-level committees that deal with budget, assessments/testing, Title One, community and student services, education resources (books, technology, supplies, etc.), professional development, bilingual services, and discipline. These school-level committees will take on the responsibilities of school administration as designated by the Governing Council. These committees will be made up by all Social Justice Humanitas Academy teachers who will serve on committees as required by the elect-to-work agreement.

The leadership team of the Social Justice Humanitas Academy includes teachers with a variety of experiences and areas of expertise. Lead teacher Jose L. Navarro is a National Board Certified Teacher, California State Teacher of the Year, University of California Distinguished Teacher, member of the California P-16 Council, and is currently a Deans Scholar at UCLA where he is completing his Masters in Educational Leadership and an Administrative Council.

Mr. Navarro guides curriculum for the current Humanitas Academy and will serve a similar role with the Social Justice Humanitas Academy. The design team also includes National Board Certified Teachers Jeff Austin and Lourdes Lizarraga, Reading instruction specialist Samantha Siegeler, Mexican-American Teacher of the Year and Special Education teacher Pablo Olivares, LAUSD literacy coach Cindy Holsey, and other team members with a variety of life experiences including writing for Jacques Cousteau, animating for The Simpsons, and leading Small Learning Communities

The ideal principal will serve as an instructional leader and an ambassador to the community. He/She will need to share the school-wide vision of developing students who will be capable of pursuing social justice. Besides meeting all of the standard credentialing requirements, the principal will need to have experience with collaborative teaching models, show the ability to use data analysis to direct instruction and use of resources, and have experience seeking out and bringing in community resources. In short, the Social Justice Humanitas Academy is looking for more than an administrator, we are looking for a leader who serves as a model of carrying out social justice in the community.

- 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.*

The vision of the Social Justice Humanitas Academy will be to use the pilot school model to offer full-service community school. The autonomies granted to us through the pilot school model, primarily in the areas of staffing, governance, and budget, will allow us to realize this vision. The staffing autonomy will allow us to implement an elect-to-work agreement that defines the high expectations we set for our faculty and the outside-of-the-classroom duties that we are expected to take on. Teachers will assume the responsibility of running the school which gives power to those who are connected most closely to the classroom. The budget autonomy allows us to focus our resources on the areas targeted in our vision and mission statements, specifically in the area of class size. The influence given to all stakeholders – teachers, parents, students, and community members – over the budget process is vital to adapting the community school model that is the focus of the vision and mission of the Social Justice Humanitas Academy.

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.

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by LEARNED engineers, children poisoned by EDUCATED physicians; infants killed by TRAINED nurses, women and babies shot and burned by HIGH SCHOOL and COLLEGE graduates. So I am suspicious of education. My request is: help your students become human. Your efforts must never produce monsters, skilled psychopaths, educated Eichmann's.

Reading, writing and arithmetic are important only if they serve to make our children more humane."
Haim Ginott

We have this myth that the only way to learn something is to read it in a textbook or hear a lecture on it. And the only way to show that we've understood something is to take a short-answer test or maybe occasionally with an essay question thrown in. But that's nonsense. Everything can be taught in more than one way. And anything that's understood can be shown in more than one way. I don't believe because there are eight intelligences we have to teach things eight ways. I think that's silly. But we always ought to be asking ourselves, "Are we reaching every child and, if not, are there other ways in which we can do it?"

--Education, which treats everybody the same way, is actually the most unfair education --
Howard Gardner

Schooling in our society, though inherently democratic, needs to direct students toward critical consciousness—of their potential, of their freedom, of ongoing injustices, and of the obligation to ensure our democracy and improve upon it for future generations. ---Jeannie Oakes

WE must challenge the soft bigotry of low expectations--George W. Bush

These statements highlight our vision: achieve Social Justice through the development of the complete individual. In doing so, we increase our students' social capital and their humanity while creating a school worthy of our own children. We fight to make manifest our vision through our daily instruction, mentoring, and extended learning opportunities. In the Social Justice Humanitas Academy we treat each of our students as individuals, teaching to their diverse learning needs. We prepare all students to get to and through college in an effort to increase their social and political capital. Our curriculum combines the lessons from the past with the skills they need for their future. Above all else, we prepare our students to be the humane stewards of the future.

Data show that the majority of the students coming from our feeder middle schools are between 76% and 90% economically disadvantaged; an average of 12.5% are classified as special education; and

an average of 69.5% speak English as a second language. These data are similar to the student population at Sylmar High School, the site of our current Humanitas Academy: 68% are students of poverty; 11% have special needs; 69% speak English as a second language. The Social Justice Humanitas Academy has 10 years of experience providing this community with a rigorous and socially just academic program that prepares students for college acceptance and degree attainment. One example of how we measure student growth in critical thinking and reading is through the California Standards Test. In 2009 Sylmar had a total of 27% advanced and proficient students in 11th-grade social studies, while the Humanitas Academy had 51%. In 2010, Sylmar's advanced and proficient percentages stayed the same, but the Humanitas Academy 11th-grade CST scores went up to 62% advanced and proficient. This is significant because part of our social justice focus is to increase access to challenging curriculum. Our students come to us from middle schools where proficiency levels in social studies range from 6.7% to 21.2% advanced and proficient.

We increase student success by ensuring that our teaching is in line with cognitive theorists; we see our students as active agents of learning—making sense, understanding, and creating knowledge—rather than passive receivers. In her book *Teaching to Change the World*, Jeannie Oakes puts forward the idea that “Knowledge is us; we make it as we experience the world. This shifts education to children’s thinking; the teacher’s instruction is no longer the only variable we have to pay attention to” (Oakes, 1998 p. 68). This paradigm puts students at the center of our teaching and learning process.

The Social Justice Humanitas Academy (SJHA) maintains that student-centered teaching, a pedagogy that is culturally responsive and sensitive to the learning styles of students, is as much a matter of good education as a matter of social justice. It is not enough to give students equity and access to the classroom, they must also be given equitable access to the ideas and concepts being taught in that class. We are committed to addressing the diverse learning needs of all our students with the goals of increasing our students’ social capital and sense of humanity. Our students will be fully aware of the social and political assumptions that have shaped the past, seeing such assumptions as contextual not a pre-determined road map for the future. Our students are not diminished by the inequities of the past because they understand the limitations of the past. The future, however, presents boundless opportunities for our students to envision and build a more just world. Our students will know the voices of *what was*, *what is*, and have the skills to add their voices to create something new: *what could be*. Our focus is not a single career pathway; rather it is college access for all. Our goal for our students is not for them to merely be doctors, teachers, or lawyers, but rather doctors, teachers, or lawyers that change the world. By working for justice in education and teaching social justice to our students, in what we teach and how we teach it, we will empower our students to become the stewards of their own communities with the self-efficacy to fight for social justice for themselves and their communities. As the majority of our focus is on empowering our students, we believe this can only happen if the teachers at our school also feel empowered. This movement is a teacher led reform. Teachers will be in charge of every aspect of this school from curriculum and instruction to budgeting. We ask, who better to make these decisions than the people closest to the students, the people who have dedicated their lives to the education of others?

Alignment with student needs SJHA will serve an economically, academically, and ethnically diverse student population. The range of what is available to our students in terms of economic and educational background is broad and it is this heterogeneity that provides our strength as a community. Attending to the academic, social, and personal needs of every student requires an intense focus on differentiation and coordination. Every learner has a fundamental right to understand what success feels like, and the fulfillment of this promise is dependent upon a high level of personalization and a wide range of tailored learning opportunities that allow all learners to master challenging A-G, standards-based curriculum. This requires that teachers know their students well enough to understand their specific talents and interests; know student caregivers well enough to appreciate their students’ background; and know how to analyze data to understand the impact of their instruction on individual student learning. High aspirations for all

students must be backed up by strong support systems that are informed by deep levels of personalization and responsiveness to individual learner's needs and capacities. The curriculum is coordinated and integrated horizontally across the grade levels to ensure students are supported as they go from class to class, making connections and adding to their knowledge base as they go. The curriculum is also coordinated vertically to ensure the successes, talents, and knowledge of our students will be built upon as they matriculate through our academy. The Humanitas interdisciplinary curriculum accelerates the development of background knowledge, helps students see social, historical patterns, and allows them to see the content's relevance to their own lives. Our students' success and understanding is achieved not by happenstance, but by design.

While all of the teachers in our school create lessons that build on our students' prior intellectual and cultural knowledge, the integrated Humanitas curriculum also supports our students' needs by further facilitating the development of academic background knowledge. When students enter a class they bring the connected lessons from their other classes and are given opportunities to apply this knowledge. Students are also able to perform high level thinking tasks as they have been conditioned to do so by virtue of the Humanitas model; students are able to see patterns, identify trends, and use various sources of knowledge to solve complex problems because the integrated curriculum demands that of them. This allows our students to construct knowledge in an authentic way and this has had three effects: increased understanding (as demonstrated in CST and CAHSEE scores), increased student engagement, and a greater sense of self-efficacy. Over the 10 years in existence at Sylmar High School, the Humanitas program has always been the highest scoring SLC at Sylmar High School, and one of the highest scoring in the district on the California standards test. Our dedication to teaching for understanding, personalizing our teaching with a focus on student learning through use of data, including our students' multiple intelligence surveys, allows us to better meet the needs of all of our students while we prepare them for lives as critically minded civic participants.

Social Justice Humanitas Academy Habits of Mind are ten values that are critical for each student's personal and academic success. These are the values that all adults on our campus will uphold as they model the benefits of lifelong learning, academic optimism, and self-efficacy.

1. Evidence: Opinion is made stronger when supported with evidence. It is not enough to question authority; you must also speak with it.
2. Perseverance: Never giving up. Defining your goals and sticking to them.
3. Thinking about Thinking: Being aware of how you learn best and being reflective about your actions.
4. Questioning and Problem Posing: Being curious about your world and unwilling to merely accept what you are told.
5. Creating, Imagining, and Innovating: Feeling free and confident to find new ways of thinking. Knowing that being original is normal.
6. Gathering Data Through all Senses: Being aware of and open to the world around you.
7. Interdependence: Collaboration that is rooted in respect for others.
8. Service: The desire to imagine and create a more just world.
9. Applying past knowledge to new situations - use what you learn.
10. Empathize—understand rather than judge.

What students will know

“A student is to be presumed innocent of understanding until proven guilty by a preponderance of evidence” Jay McTighe. Although our students do very well on all state assessments, we see this as only one measure of our success. Our primary focus is teaching for understanding. Nonetheless, SJHA's curriculum is based upon the California Content Standards and provides all students with the rigorous coursework needed for successful A-G completion. Teachers work in grade-level teams using a lesson study model in order to design coherent, student-centered, thoughtful curriculum. If our students are to become the leaders we want them to be and the leaders their communities need them to be, they are going

to have to be able to do more than pass standardized tests. To have access to greater rigor, part of our mission of Social Justice, students are taught how to apply knowledge and solve problems. SJHA teachers use the years of research and practice from McTighe and Wiggins', *Understanding by Design (UbD)*, Howard Gardner's Multiple Intelligences theories, and the Humanitas interdisciplinary model . These research foundations ensure that teaching content focuses on helping students develop deep understandings of important and enduring ideas and concepts, which means that teachers complete the bulk of their work *before* they begin teaching a unit of study and make content relevant, interesting, and inviting for students. Curriculum, by design, is meaningful, authentic, and rigorous and centered on enduring understanding and essential questions. Our students are taught to hone their metacognitive skills with strategies such as debate, response groups, shared inquiry, Socratic seminar, and press conferences. There is an ever present demand for our students to make connections—connections between their classes, their prior knowledge, and the content of Humanitas lessons, and their connections to the world around them.

In order for students to master content standards they will know:

Learning Outcomes:

Our students will

- Master content knowledge in all subject areas
- Understand the life lessons and real-world applications of their learning
- Know how to respond to essential questions that ask them to think critically about how all knowledge is interconnected, and they will develop essential questions of their own
- Develop enduring understandings that connect prior knowledge to the construction of new knowledge
- Develop the tools necessary to form their own essential questions and engage in rigorous inquiry in all subject areas
- Understand the value of persistence
- Become advocates for themselves, their peers, and their communities

Construction of knowledge

SJHA believes that every student is a source of knowledge, rather than a receptacle for information. Students build new knowledge by accessing and building on prior knowledge. Jerome Bruner's spiral curriculum theory teaches us that we first start with what the student knows and we spiral up from there, in an effort to help our students add to what they know, while constantly checking back in with where the student is at. Teachers will foster knowledge development by showing students how to apply previous knowledge to solve new problems. Our goal is to create confident learners who will know how to develop research questions of their own and access information from electronic, print, and human sources. Since strong collaboration skills are critical for 21st-century success, as well as a person's general quality of life, students will see construction of knowledge as both an individual and a collective act. Our students experience myriad learning activities that are designed to take them through the *six facets of understanding* as described by Grant Wiggins and Jay McTighe in their book, *Understanding by Design*: explain, interpret, apply, understand perspective, empathize, and develop self-knowledge. We maintain that once our students experience these six facets they will achieve understanding and will become equipped to construct and apply knowledge in diverse settings.

Enduring understandings and essential questions are another important aspect of having Understanding by Design as a cornerstone of our curriculum. The enduring understanding is what we want our students to walk away with: twenty years from now, after our students have forgotten the facts, what will they remember? The framing of our instructional units with enduring understanding gives our

instruction context and validity. If at any time a student raises their hand and asks the question, “why are we doing this?” SJHA teachers have an answer. This focus on real life lessons has given our academy validity in the eyes of our most important critics, our students. If we don’t have a reason for teaching something we don’t teach it. Our students know the content, the life lesson behind the content (the real world application), the reason why that content was chosen for teaching, and how to apply their knowledge across diverse settings.

As each of our units is centered on enduring understandings, each of our units is guided by essential questions. These essential questions are open for interpretation, they do not have a right answer –anybody can answer them, and they are grounded in content. This strategy aids our students –students who bring with them a wealth of knowledge that is seldom validated or exploited – in arriving at the enduring understandings through the fusion of their prior knowledge and the knowledge they gained through their classes; this personalization is both a strategy and a product of our teaching. Our students know that they are important, and the knowledge they come to us with is also important because all of our units and lessons begin with preview assignments to assess what our students know and processing assignments to assess what they have learned. Our processing assignments are authentic assessments that force our students to apply what they already know. We assess what is at the heart of what we wanted our students to learn—not just what is easy to grade. Our assessments, such as our interdisciplinary essays and projects, demand that our students think at high levels, while adding to the knowledge base they already have.

To develop the tools necessary to take ownership of their knowledge, every student uses an interactive student notebook to keep all of their work organized. The notebooks serve as benchmarks by which students can chart their growth. It is organized with teacher generated materials going on the right side pages and student generated material on the left. The notebook enables our students to become creative, independent thinkers and writers, while they improve and refine their note-taking and organizational skills. Students reflect, analyze, and process academic content in order to create a portfolio of individual learning. The notebooks also serve as a parent engagement tool and the focal point of our student-led conferences. Students are in charge of their own learning.

Disciplined inquiry

The SJHA is a rigorous school that requires hard work, drive, and persistence. Students will learn to think as historians, mathematicians, researchers, scientists, literary critics, and artists. They will ask questions that help them determine which modes of thinking are necessary for a given task. The many multidisciplinary and interdisciplinary projects and challenges that students are given will not lend themselves to discipline-specific answers. Students will become confident in their ability to innovate and to find creative solutions to challenges. We will create the conditions where students feel safe taking both academic risks and personal responsibility for their learning. Students will learn how to reflect on their own learning and will see that a disciplined approach to meta-cognition will help them apply previous learning to new situations. Consequently, this will serve them well in high school, college, and beyond.

Value Beyond School

SJHA is not only about school, it is about quality of life and ultimately, as stated in our mission, Social Justice. In addition to our creation and implementation of student-centered curriculum, we have also embedded opportunities for our students to be stewards for their classmates’ success through our mentoring program. Our mentor program is a key component to our individualized intervention as well as an example of how our academy builds students’ character and sense community responsibility, not just their resumes. Our mentoring program consists of 25 mentors at the 10th, 11th, 12th grade levels. Selected student mentors are those who have shown an ability and desire to help their classmates, have faced adversity, and are on track to graduate. These students serve their community every day by providing one-on-one assistance to struggling students, in addition to continuing their own academic success. Our mentors assist hundreds of students providing one-on-one assistance to every student in our

school. Through our mentoring program and our curriculum, students learn how to empower themselves and their community, while creating positive and sustainable change. They have the opportunity to see the connection between their efforts in school and the world beyond the classroom, particularly in terms of college, career, and the life of a well-rounded and productive citizen. To facilitate this, community expertise will be a central feature of instruction - students will interact regularly with civic and neighborhood leaders, college professors, business professionals, and artists both on and off campus.

Through our longstanding partnership with Facing History and Ourselves, our students will learn to investigate issues of race, morals, ethics, civic responsibility, and critical citizenship. Our students learn the connections between different subject matter, their responsibility to their fellow man, and the higher order thinking skills that are necessary to synthesize this information and these tasks.

Jose Luis Navarro IV will be the person in charge of developing the curriculum. Mr. Navarro is a National Board Certified Teacher, California Teacher of the Year, University of California Distinguished Teacher, member of the California P-16 Council, and currently a Dean's Scholar at UCLA where he is completing his Masters in Education Leadership and an Administrative credential.

What students will be able to do

The SJHA knows that high school students thrive on engaging in challenging work that is aligned to their cognitive and social development as young adults. Teachers create learning environments that are lively, engaging, and challenging. In order for students to master content standards they will engage in:

Construction of knowledge

Our students construct knowledge and gain understanding through exposure to the six facets of understanding: explain, interpret, apply, understand perspective, empathize, and develop self knowledge:

- *Explain*: provide thorough, supported, and justifiable accounts of phenomena, facts, and data.
- *Interpret*: tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models.
- *Apply*: effectively use and adapt what we know in diverse contexts.
- *Perspective*: see and hear points of view through critical eyes and ears; see the big picture.
- *Empathize*: find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.
- *Self-knowledge*: perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard.

Students will be able to use research and inquiry-based discussion to generate ideas. They will learn to become active readers and listeners who use writing as a tool for critical thinking. Our students write periodic interdisciplinary essays that coincide with content specific assessments. All of our students are given a prompt that asks them to synthesize, analyze, evaluate and apply their knowledge from their various disciplines. They construct knowledge by producing rather than simply receiving, communicating their ideas in a multitude of media: film, visual art, grant writing, journalism, published research, Web design, blogging, and traditional letter writing. Art is also used to help students see systems and patterns of thinking, to understand social and political history, to understand that written historical documents are limited in their ability to convey reality. Art is used as a tool to make sense of the world, for developing background knowledge, and for building cultural capital. Ultimately, art will be used to help our students understand that their artistic expression is part of a long dialogue about humankind's reaction to social, political, and economic conditions.

Disciplined inquiry

SJHA students will be able to ask the kinds of questions that make them participants in school wide, citywide, nationwide, and worldwide discourse. This means that they will learn to access information and judge the quality of that information. They will then be able to respond to divergent ideas with confidence, evidence, and respect for other points of view. Consequently, they will then be in a position to offer creative, imaginative, and innovative solutions to challenges. This deep level of inquiry is critical to sustaining democratic thinking and our students will skillfully become active participants in the civic and cultural life of their city, nation, and world.

Value beyond school

Every day, in every SJHA class, students are seeing the connection between their learning and life. If we as teachers cannot answer the question of how what we are teaching applies to the real world, then we must rethink our priorities. For example, students learn how mathematics operates in the real world. They see that their public voices are necessary and that their ideas matter. Our students develop a moral compass that will guide them when they are no longer under our auspices. Our students will see that all of their learning in high school is preparing them to get the most out of their post-secondary educational experience, which paves the way for a meaningful quality of life.

B. CORE ACADEMIC CURRICULUM

Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is researched-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 WASC accreditation.

AUTONOMY: Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot 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

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

The SJHA prepares its graduates for success in post-secondary learning, careers that are fulfilling, active engagement in the cultural and civic life of their city, and participation in American democracy.

Social Justice Humanitas Academy Core Competencies

1. Language Arts: Students become confident and persuasive oral and written communicators. Our students learn it is not enough to question authority; they must also speak with it.
2. Social Studies: Students understand the enduring ideas in social, political, philosophical, and economic history in order to learn how their lives connect to the past, their place in the present and how to make better decisions for the future.
3. Mathematics: Students demonstrate mastery of mathematical concepts and know how to employ practical applications in multidisciplinary settings in order to make sense of real-world situations.
4. Science: Students will know how to use scientific investigation to form hypotheses about phenomena that are of interest to them and experiment to demonstrate validity.
5. Arts: Students will develop their artistic voices and use arts on a daily basis to become innovative thinkers and creative problem solvers to engage in critical reflection. Art is seen as a form of social commentary just as valid and capable of impacting society as an essay, speech, book, or scientific equation.
6. Physical, Social, and Emotional Wellbeing: Students will understand the connection between

physical wellness and their quality of life. They will feel comfortable in accessing services and knowledgeable in seeking resources that support their holistic wellbeing.

Core Curriculum: The core curriculum is outlined in the California Content Standards and the National Core Standards. SJHA teachers will collaborate in horizontal, grade-level teams to develop standards-based interdisciplinary and integrated curricular themes. Teachers will also collaborate in vertical, subject-alike teams to create a coherent approach to skill building. All texts will be selected based upon their ability to give students access to rigorous curriculum, engage students in higher-order thinking, and build content mastery over time. The core curriculum will be supplemented with primary-source documents, simulations and debates, Great Books readings, scientific field investigations, *Facing History and Ourselves*, and other texts that focus on engaging students in deep levels of inquiry. [See section 2 attachment: *Holocaust Stage 1 and 2 AND Attachment: Progressivism stage one with essay prompt*]

SJHA will include the arts in the core curriculum. Each interdisciplinary unit addresses one or more of the visual arts standards, as either instructional strategies or as multi-modal assessments. We believe that, as Dr. Elliot W. Eisner of Stanford says, “The arts teach that neither words nor numbers define the limits of our cognition; we know more than we can tell. There are many experiences and a multitude of occasions in which we need art forms to say what literal language cannot say” (Eisner, 2002). To this end, students will both produce art and become patrons of the arts. We adhere to the tenets of Article 27 of the Universal Declaration of Human Rights: “Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits” (UDHR, 1948).

College-Ready: All SJHA core classes are A-G approved and are supplemented by advisories, PE, a computer class, and internships. This means that all students will be enrolled in a college-preparatory course of study and will have taken more A-G classes than The University of California requires. All students will have access to a variety of Advanced Placement classes. Some of these courses will be taught in a traditional manner with a College Board approved teacher. Others will be taught using a blended model with UCCP’s on-line courses and a certificated teacher. Additionally, Algebra I, the gateway to A-G completion, will be taught using a blended method, providing students with instant feedback about their progress as well as teacher expertise and personalization. Research shows that students who participated in blended courses did better than students who either took on-line courses only or traditional courses only (Evaluation of Evidence-based Practices in On-line Learning: A Meta-analysis and Review of On-line Learning Studies, US DOE, 2009). Seniors will also have access to college classes at LA Mission College both on the SJHA campus and at LA Mission College. Additionally, all students will participate in college seminar. This is a special weekly course where professors from Cal Arts, UCLA, Occidental, USC, Otis, and Cal State LA present lively and engaging talks that provide 9th-11th-grade students with college-level content in a low-stress environment. Students learn how to conduct research prior to the talk, take useful notes, and ask relevant questions. Since all SJHA classes begin with a question rather than a lecture, these college seminars provide a departure from the day-to-day inquiry-based instruction while providing a necessary skill for college attainment. Current research on comprehensive high schools that offer rigorous college preparatory programs and programs that build towards college prep are showing success with broad student populations (Nodine, 2009).

Student Advisories: The seminal research of Linda Darling-Hammond, Ted Sizer, and Deborah Meier identify deep, meaningful relationships among students, teachers, and parents or caregivers as positively impacting all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006/2007 add Meier and Sizer). To ensure that all students graduate on time and are prepared for postsecondary learning, each student is assigned an advisor (one of our teachers) who will remain his/her advocate until graduation. Families have one point person who is a partner in their child’s academic success and emotional well-being. Advisors in all four grades will know every student and their family/caregiver well; will know each student’s educational background; will communicate regularly with each student’s

teachers; will assist students in developing college and career e-portfolios; and, as advocates, will ensure that students have access to all necessary resources for their academic and emotional wellbeing. Our primary goals for advisory are embedding opportunities for support in the school day, providing our students with a support structure, preparing our students for the future by giving them information that will build their social capital, focus on character development, and create connections to the community.

Monday	Tuesday	Wednesday	Thursday	Friday
Academic support and intervention	Future and college preparation	Advisory Curriculum Facing History and Ourselves	Academic Support and intervention	Future and college preparation

The 9th-grade advisory focuses on high school academic and social preparedness. However, the preparation of our 9th graders starts the summer before their high school career begins in our Summer Bridge Program. Our 9th grade advisory continues where our Summer Bridge Program left off. Student are given information about how to be successful in high school (academic skills, grad requirements, how to calculate a GPA, A-G requirements, etc.) and what they need to do as 9th graders to prepare for college. Our partnership with LAEP gives us access to KnowHow2Go and its curriculum for college preparedness. We also have a partnership with Project Grad to assist us in preparing our students for college. Daily Personal Assessments are carried by each student to each class everyday and are checked by each teacher every period; our advisory is the last period of the day therefore the advisory teacher checks them and knows exactly what needs to be done. The Daily Personal Assessments are taken home and signed every night by the parents. The curriculum has been created through our partnership with Facing History and Ourselves and emphasizes identity and civic responsibility. In addition to the advisory teacher, all of our students are assigned a peer mentor to assist them. Students meet with their mentors during advisory. [See Section 2 Attachment: Advisory lessons cover page]

The 10th-grade advisory continues to help students monitor their high school success (credit checks, grad checks, GPA checks). College preparation is continued with KnowHow2Go and Project Grad and college presentations and field trips are part of the preparation process. Our 10th, 11th, and 12th graders are also taught how to use their school provided student planners. Students are instructed to carry it to all classes and record all of their assignments. Teachers give students a red “incomplete” stamp on assignments that were not completed and a green “assignment completed” stamp when an assignment is completed. Again since the advisory is the last period of the day, the advisory teacher checks the planners and takes appropriate action (contacts guardian, assigns mandatory tutoring, notifies the students mentor, or counsels the students on the decisions they are making). The curriculum (also created in collaboration with Facing History and Ourselves) focuses on character development and our 10th graders connection and place in this world. Finally, the 10th-grade advisory also emphasizes CAHSEE preparation.

The 11th-grade advisory builds on their preparation for college. Students continue their work with KnowHow2Go and Project Grad while preparing and hosting a college fair. Students will go on college visits and fill out practice college applications in preparation for the application process during their senior year. There is a focus on helping students discover the power of their unique voices. In anticipation of writing college personal statements in 12th grade, this advisory will assist students with telling their story. Students will read brief autobiographies, write personal essays, and write and perform their own poetry and music. Students will work one-on-one with tutors from 826LA to revise and refine their writing in preparation for writing their personal statements for college. The curriculum (also created in collaboration with Facing History and Ourselves) focuses on character development and the student’s roles and responsibilities in their community.

The 12th-grade advisory focuses on preparing college applications in the fall and the FAFSA in the

winter. All of the same supports and interventions are in place, and the advisory is used to implement those supports (tutoring, peer mentor, etc.) The curriculum focuses on community involvement, after three years of working on character development and issues of identity, roles, rights, responsibilities, our seniors perform service learning projects and do community service. Part of that service includes being mentors and tutors to the freshman, sophomores, and juniors.

The curriculum addresses the California State Standards, A-G requirements– All students will complete 3 years of Social Studies, 4 years of English, 3 years of math, 3 years of science, 3 years of foreign language, 2 years of visual arts, and multiple advanced electives. The following is a sample four-year schedule:

Grade 9	English 9 A/B	Speech and Geography	Algebra I or Geometry	Biology	PE	Spanish I	Computers	Advisory
Grade 10	English 10 A/B	World History or AP World History	Geometry or Algebra II	Chemistry	PE	Spanish II	*Art History	
Grade 11	American Literature & Contemporary Composition or AP Language	US History or AP US History	Algebra II or Trigonometry & Math Analysis	Physics	Photography	AP Spanish Language or Literature	American Images	
Grade 12	Composition Writers Seminar or AP Literature or English 101	Government & Economics or AP Govt & Politics or College History	Trigonometry and Math Analysis or AP Calculus or AP Statistics or College Math or	AP Physics, AP Environmental Science or AP Biology or College Science or	Creative writing Great books	Animation AP Studio Art	Film critique	

* Neither Applied Technology, an LAUSD graduation requirement are approved for A-G credit at this time. All other courses are A-G approved.

WASC: SJHA fulfills the requirements set by WASC, and will set the stage for preparing for WASC accreditation during the first year. Academy teachers, leadership, and community will attend regularly scheduled evening professional learning sessions during the first year with the Los Angeles Education Partnership to prepare for accreditation. The outline for our plan is as follows:

- Upon receiving approval from the school board, the design team will:
 - ✓ Submit a Request for Affiliation Page and a letter explaining the circumstances for restructuring to

- WASC in order to request an Expanded Substantive Change Visit
- ✓ Begin completion of the Expanded Substantive Change Report
- ✓ Work directly with WASC officials to maintain an appropriate timeline for meeting WASC accreditation
- ✓ Arrange for an Expanded Substantive Change Visit to take place no later than December 1st
- In early Spring of 2011 the design team will:
 - ✓ Submit application for approval of classes for A-G requirements with the University of California
 - ✓ Receive results of the WASC Commission and make corrections if necessary
 - ✓ Begin plans to attend three-part workshop in preparation of first self-study visit
- School will complete first self-study and host first site visit within the first two years of operation.

Curricular and Instructional Autonomy

Full integration of purposeful advisories will necessitate prioritizing curricular choices to ensure that every student is offered the level of personalization required to be successful. This means that Life Skills and Health will not be offered at Social Justice Humanitas Academy and instead be imbedded in advisory and physical education classes respectively. SJHA will make ample use of on-line learning in order to expand the range of differentiated instruction available to students, allow students some autonomy over Advanced Placement classes and to ensure that every student passes Algebra I. Because of the highly personalized nature of our instruction and the problem and project-based curriculum, the SJHA will need access to a wide variety of texts and instructional resources. While we will not rule out district-approved texts, we will consider all state-approved texts as we make decisions about how to best serve our specific population of learners. In addition, because our assessments and instruction are inextricably linked, seen as an extension of our instruction and are used to inform our instruction, it is important that we create our periodic assessments, and determine our own pacing for those periodic assessments. We maintain that these are decisions that should be made by those people closest to the students: teachers.

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 students and standard English learner students.

“Even though students may learn in many ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination.” Carol Ann Tomlinson

SJHA ensures a safe school environment and makes effective use of programs aimed at identifying and monitoring the social emotional needs of its students. Indicators used to identify needs might include but are not limited to a student academic performance, social and emotional output, behavior, health, culture and family.

Humanitas’ internal programs such as the Advisory classes, peer mentorship, and the Academic or student cooperative grouping, create optimal environments in which students experience success and become aware of their contribution to it. It also creates a situation that allows peers, mentors, and teachers to identify needs, as individualized attention is a key component to the program’s functionality. This Student Support process is well-defined, understood by the entire school community, and documented in order to establish norms and approaches to each specific need.

Student Population	Meeting the Needs of all Learners
Students of Poverty	○ In addition to all strategies in the SEL section below, students of poverty will benefit from an increased focus on personalization and advocacy.

	<ul style="list-style-type: none"> ○ All research suggests that the most important attribute for serving this population is focused personalization, which leads to each student’s sense of belonging. ○ Instruction to improve academic English and literacy skills using culturally relevant and responsive methodologies ○ Community, teachers, parents or caregivers all work as partners to enhance well-being and to create a home-like environment for all students. Mental and physical wellness, food security and safety are critical to each child’s ability to focus on the academic and extracurricular activities that are essential to creating future economic opportunity and enhancing quality of life. All adults in Social Justice Humanitas Academy are committed to providing students with the support and services required to build a foundation for a productive future. <p>Relevant Research Personalization: (Darling-Hammond, 2006/2007).</p>
Students with Special Needs	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, students with special needs will benefit from an increased focus on differentiation and advocacy. ○ Research suggests that full inclusion helps avoid stigmas and labels. ○ Differentiation and interdisciplinary approaches respects different types of outputs thus enabling students with special needs to be full participants in their individual as well as collective learning. ○ Co-teachers will be put in place to pre- and re-teach concepts in order to create a safe environment by which the student can assimilate into completely. ○ Strategic approaches to student with special needs will be based on IEP goals as well as observation data from constant monitoring by staff. <p>Relevant Research Differentiated instruction: (Tomlinson, 2005) Reference: Collaborative Teaching in Secondary Schools by Wendy W. Murawski</p>
Students with Disabilities	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, students with disabilities will benefit from an increased focus on student collaboration and full inclusion in all academic and extra-curricular activities. ○ To meet students’ needs for specialized instruction, careful planning between teachers and specialists will ensure that appropriate accommodation and strategies are implemented for student success. ○ We will adopt a plan for full inclusion of special needs students in general education classrooms that complies with the federal requirements for education in the least restrictive environment. ○ As necessary, students will receive assistance from trained personnel, supplemental services and aids, adapted curriculum and materials. ○ In addition, our emphasis on student collaboration, focus on problem-based learning will provide the additional supports and motivation for our special needs students. ○ Students will increase social confidence and academic motivation by participating in project-based learning. ○ A focus on Linked Learning will increase the opportunities for our students to expand their range of opportunities and experience by engaging in real-world learning. They will engage in learning beyond the classroom through job shadowing; introductions to and mentorships with arts and other business professionals. <p>Relevant Research</p>

	<p>Full inclusion: (Holmes et al., 2006) Cooperative grouping for students with disabilities: (Johnson & Johnson, 1989) Problem/project-based learning for students with disabilities: (Belland, Glazewsk, & Ertmer, 2009) Differentiated instruction: (Tomlinson, 2005)</p>
Gifted Students	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, gifted students will benefit from an increased focus on intensive inquiry. ○ Interdisciplinary, thematic instruction allows students to see underlying systems and patterns in order to synthesize content from multiple disciplines and time periods. ○ Problem- and inquiry-based instruction appeals to gifted students' high levels of curiosity by placing the teacher in the position of facilitator rather than dispenser of knowledge. ○ Students are presented with challenges that provide them with the opportunity to wrestle with problems in active, meaningful ways. ○ California Department of Education guideline for instruction. Specifically, each subject will provide 1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents. 2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials. 3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others. 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards. 5) Elements that assist gifted and talented pupils to develop self- generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment. ○ Students who are prepared for an even greater degree of self-directed learning will have access to AP classes, online enrichment courses, individualized tutoring, and college classes through Los Angeles City College. <p>Relevant Research Problem-based: (Feinburg & Mindess, 2001) Making thematic connections: (J. VanTassel-Baska, 1998)</p>
English Learners	<ul style="list-style-type: none"> ○ In addition to all strategies in the SEL section below, English learners will benefit from an increased focus on using background knowledge to build academic proficiency and project-based learning to increase oral language proficiency. ○ Organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency. ○ Focus on meaningful instruction and thematic curriculum design ○ Build on student experiences, cultures and languages by building personal relationships with them and their families. ○ Heterogeneous grouping, language-rich, experiential curriculum, and experience beyond the classroom ○ Rigorous language arts curriculum; explicitly teaching, modeling and providing guided practice in a variety of strategies (think-alouds, cognitive strategies, and meta-cognitive reflections) ○ Blended on-line learning ○ SDAIE <p>Relevant Research Building background knowledge, collaborative instruction: (Freeman & Freeman 2003, Waxman & Tellez, 2002, Thomas & Collier, 1997)</p>

	Thematic instruction for ELs: (Garcia, 1999) Personalization: (Mrona, Tinajero, Stobbe, and Tinajero 1993) Experiential learning (<i>Mass Insight Education and Research Institute</i> , 2010) Meta-cognition: (Booth Olson & Land 2007) On-line learning: (Evaluation of Evidence-based Practices in On-line Learning: A Meta-analysis and Review of On-line Learning Studies, US DOE, 2009). Differentiated instruction: (Tomlinson, 2005)
Standard English Learners	<ul style="list-style-type: none"> ○ Rigorous, standards-based and A-G–aligned instruction for all learners. ○ Our thematic, interdisciplinary curriculum and inquiry-based, authentic instruction is aimed at closing the achievement gap for all students. ○ Our key instructional strategies that support our SEL population are student-centered instruction, cooperative grouping, Shared Inquiry seminars, problem- and project-based learning, Linked Learning curriculum, simulations, intense focus on writing, independent research, building on prior academic and cultural knowledge, college-focused advisories, job shadowing, internships, community-based instruction, document-based questions, performance assessments, portfolio assessments, strategic literacy, text-based discussions, experimentation and investigation, use of Accelerated Reader and other technology-based programs to build mastery in mathematics and language arts. <p>Relevant Research</p> <p>Student-centered, inquiry-based instruction: (Newmann & Wehlage, 1995, Corcoran & Silander, 2009).</p> <p>High expectations for all learners: (Guess & Thompson, 1989, Heshusisus, 1998, Waxman & Tellez, 2002, an Tassel-Baska, 2008)</p> <p>Differentiated instruction: (Tomlinson, 2005)</p>

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.

Instructional Strategies

Since every learner is different, SJHA’s overarching strategy is differentiation linked to ongoing formative assessments. Teachers will work in grade-level teams to ensure that all subject areas are developing a coherent instructional plan for each student in their care. High expectations for every learner are at the center of all instruction. Differentiation ensures that every student can meet those expectations in a logical and systematic way. The system is not linear; rather, it is holistic with most of its components being implemented simultaneously around the needs of our students. A list of strategies does not do justice to our instructional model; we are dedicated to making our students’ understanding the focal point of our curricular decisions.

Since every unit is designed using the Understanding by Design framework, which employs the use of essential questions as one of the primary pillars upon which curriculum is built, inquiry is the engine that drives our instruction. Furthermore, because essential questions are often open ended with no one right answer, our students are forced to tap into their prior knowledge, add to it and build on it.

Bert Bower’s research on how to create cooperative, tolerant classrooms sets the tone for instruction. Teachers model cooperation and tolerance and clearly articulate high expectations for personal integrity, the reasons for instructional approaches, and the value of the work. When all of these are made explicit, the environment is ready for learning and the students are seen as members of the community of scholars.

Part of creating a cooperative tolerant classroom is putting our students learning at the center of our work. Howard Gardner's theory that there is no one single intelligence—we are all smart, we're just smart in different ways—is at the root of everything we do. All of our teachers have been trained in Multiple Intelligence Theory and all of our students are given the Multiple Intelligence surveys in order to educate them about their intelligences, share with them our teaching philosophy, and to inform our instruction as teachers. Our knowledge of our student's learning allows us to personalize instruction and address the needs of all of our students.

Much of our work is grounded in cognitive theory and practice; however, our work is also informed by socio-cultural theories. Socio-cultural theory purports that humans build meaning and construct knowledge through social interaction; according to Lev Vygotsky, "all learning and meanings stem from interaction." Social interaction is a large part of our curriculum. Elizabeth Cohen's work with cooperative group work teaches us that group work is a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency. The more students interact with each other, the more they will learn, remember, and hold each other accountable; this knowledge drives our daily student interaction. From something as mundane as *pair share* to complex projects using the *problem solving group work* strategy, our students process and learn through the use of our most underused resource: other students.

Jerome Bruner's spiral curriculum theory teaches us that we first start with what the student knows and we spiral up from there, in an effort to help our students add to what they know, while constantly checking back in with where the student is at. Students build new knowledge by accessing and building on prior knowledge. Our curriculum therefore includes numerous schema building and preview strategies.

Non-linguistic representation as explained by Robert Marzano involves strategies that ask our students to connect, construct, or synthesize content using methods other than verbal or written instruction. Due to the varied language abilities of our students we have found these strategies to be useful for previews, to build schema, assessments, and general organization of content (graphically-organized notes). The use of art and music allows a greater range of students to access the content being taught. For those students who are proficient in English, the use of non-linguistic representation improves literacy skills, functional reading, and critical thinking skills.

Writing for Understanding - authentic writing assignments are used to teach for understanding not just for grading. Furthermore, they allow our students to process and build metacognitive skills. Our students are given the opportunity to redo, rewrite, and resubmit because we approach writing not as a summative assessment, but rather as an exercise in learning and understanding content. We believe it is our job to teach our students and help them hone their voice, not simply fail them when they make a mistake.

Student-led conferences are a critical component of our instruction. Traditionally a student-led conference is seen only as a parent engagement strategy; however we also use it as an opportunity for our students to display and publish their work.

The high-level of content and the rigorous inquiry-driven approach to instruction will be supported by scaffolds that are rooted in SDAIE strategies, such as accessing prior knowledge, collaborative problem solving, demonstrations and modeling, providing consistent graphic organizers school wide, writing and speaking across the curriculum, asking thoughtful and probing questions, and providing opportunities for rigorous and active learning in every class, every day. While all of these strategies were developed for English Language Learners, they are well-suited to all learners at the SJHA. Most of the student population are long-term English language learners or redesignated English Language Learners, and research proves that these strategies work with both populations. All learners, regardless of their educational background will be both challenged and supported by the SJHA's rigorous, differentiated, inquiry-driven instruction.

SJHA's commitment to educational equity provides the philosophical underpinning for all curricular and instructional decisions. All students will engage in rigorous, inquiry-driven learning that is engaging for students, meticulously backwards planned, and scaffolded for student success. However,

should a student be achieving below grade level, all teachers on the grade-level team will provide targeted interventions to ensure that the student's academic needs are addressed. All struggling students will be given access to caring and qualified tutors, and they will have access to engaging computer-assisted learning that is appropriately differentiated and focused on basic language arts and mathematics skills. In addition, all struggling students are referred to services that will assist with any underlying physical or emotional concerns. Finally, advisory teachers develop an individual plan with each struggling student, grade-level team teachers, their parent/caregiver, and the SJHA coordinator to ensure growth toward content-area mastery.

The teachers of SJHA maintain that every child deserves equal access to a rigorous and relevant education rooted in high expectations, coupled with the support to reach those expectations. We believe this to be not only good educational policy, but a matter of social justice.

3. School Culture and Climate

A. Description of Climate and 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.*

The SJHA promotes the development of the complete individual toward the foundation of a socially just community. Teachers in the SJHA embrace the philosophy that “there are critical features of a school’s culture—guiding ideas—that will move the school toward high achievement and social justice” (*Teaching to Change the World* 342). Our curriculum, advisory courses, office hours, mentoring program, and traditions for recognizing achievement foster a culture that supports the growth of our students’ intelligence and character. We have built, and continue to develop, an educational community in which all stakeholders, parents, teachers, students, and community members, bring resources together to create the optimal environment to ensure the successful maturity and education of our students.

We consistently celebrate academic achievement. “The learning environment must enhance rather than hurt the academic self-image of students. In doing so, the climate itself can augment motivation and actual achievement” (*From Rage to Hope* 87). “Green Lists” consisting of students with GPAs of 2.0 and above and “Silver and Gold Lists” consisting of students with GPAs of 3.0 and above, which directly correlate to CSU and UC application requirements are posted in all classrooms at the close of each grading period to recognize students’ academic achievements. We enlarge and display students’ college acceptance letters to celebrate students’ successes and create a college-going culture. Verbal affirmation is given regularly in the classroom to praise intuitive responses, well-written assignments, and even on-task completion of class work. “Individuals must have positive self-image if they are to cope effectively with the demands on their lives.... Self-image is enhanced by praise and acceptance and lowered by criticism and unwarranted disapproval” (*From Rage to Hope* 19).

Personalization is achieved through the small school design and the effective implementation of an advisory program. Secondary schools are often “large impersonal.... with the typical bureaucratic structures... where students drift through classes without developing stable relationships with teachers or, often, other students” (*Teaching to Change the World* 357). The small school design is an intentional “contrast” to the traditional larger structure, offering a more personalized community experience in a school with a small student body of 500 students that encourages social bonds to form by creating stable relationships that “accommodate students’ personal and social needs” (*Teaching to Change the World* 357). Advisory classes provide opportunities for “students and a teacher to connect every day for support as students negotiate the complexities of school” (*Teaching to Change the World* 358). In advisory courses, all students track their GPAs, which keeps long-term goals in the forefront to inform their daily decision making, and consider course selections through the filter of CSU and UC application requirements. Every student has an opportunity to design their class schedule with input from their advisory teachers to fit their individual needs, long-term goals, and academic interests. Long term academic growth is encouraged and supported through college exposure and individualized college plans for every student in their advisory course that provides personalized academic support as well as providing a venue for the students to express concerns and needs and address those concerns and needs as a community.

Advisory courses are designed to support the varying academic, social, and emotional needs of our students. The advisory courses provide flexibilities necessary to meet the needs of students who do not necessarily all learn in the same format or time-frame. Advisory courses provide a venue for lessons and discussions from core classes to be extended, challenging material to be pre-taught or re-taught, mini-lessons on concepts from core classes to be taught in different formats, students to form study groups, and students to have extended time for testing or re-testing if a student required additional time to reach proficiency. “The most educationally sound policy.... Is providing students the supports and conditions they need to learn” (*Teaching to Change the World* 442). The advisory courses provide the flexibility necessary to initiate additional support for all students. The advisory courses also offer weekly curriculum

that supports development of community and self in order to build the character of our students and encourage compassion, empathy, and understanding.

Students in the SJHA are part of a culture in which preparing for university acceptance and attending university are the norm. This paradigm shift puts every student on the college track from the day that they enroll in school, as opposed to reserving college preparatory courses and support to an elite few students deemed to be college bound based on test scores. All students are empowered to be on the college track with college resources, preparedness, and exposure. In advisory courses, students develop a college portfolio consisting of an A-G checklist, current transcripts, personal statement drafts, recommendation letters, awards, community service records, scholarships applications, and information for colleges of interest. Students are exposed to universities through our annual college trips which consist of college tours and panel discussions with students at each university [see attachment].

Our program provides a safe environment in which all students and faculty are consistently treated with respect and are free from emotional and physical harm. This positive environment is created by teachers emphasizing mutual support, helpfulness, and interdependence within every classroom community. Community building exercises are done with students to encourage them to embrace their classmates and teachers as assets in their learning communities.

B. Student Support and Success: *Describe exactly what success means at your proposed school. How will your school motivate kids to come to school and stay in school?*

The goal of the SJHA is to create educated and civic-minded individuals who have a heightened sense of their social responsibility to their community, which, in turn, will increase their social capital and cultural literacy. Students are motivated to stay in school by receiving consistently rigorous and relevant lessons, having a meaningful role in an interdependent supportive community, receiving the information and support to create individualized pathways to higher education, and receiving recognition for academic successes. Students engage in guided learning in various settings where learning is active and concrete. By doing so, this has increased students' cognitive capacity, maturation as an individual, as well as their intellectual development. We provide students with the framework for development as individuals with unique understandings of what it means to strive for Social Justice, as well as an environment where they are safe to develop physically, socially, emotionally, and intellectually.

To aid this process, we have implemented various support resources that enable safe and effective learning throughout the day. Parents and community organizations such as Edu-Care and Early Academic Outreach Program (EAOP) provide support for student learning through services such as tutoring and mentoring "to provide students with challenging academic enrichment activities to promote and cultivate a college-going culture. Our district has limited funding to offer tutoring support, mentoring support, and enrichment. EAOP provides funding and additional support staff that meets the varying needs of our students. We want students to succeed individually and contribute to their community and believe that improving student learning, by including the community and its organizations in our support system, will lead to a healthier community. Linda Darling-Hammond's research shows that deep, meaningful relationships among students, teachers, and parents or caregivers have a positive impact all students, but particularly those at risk of dropping out. Together with parents and organizations, we have implemented an intervention program where students can get academic and emotional support during and after school with various teachers. In addition to the intervention program, each student has received a peer mentor who monitors student progress and the emotional maturation of individual students. Once a week, mentors pull their students out of class to discuss their progress provide any support they need.

Our Advisory class also provides academic and emotional support to students throughout their high school careers. The 9th-grade advisory focuses on the underlying theme of identity and exposes students to high school academic and social preparedness. They engage in activities that target the Multiple Intelligence Theory and discover the value of their unique learning styles by using Facing History Curriculum. The 10th-grade advisory focuses on College Exposure by following the theme of the Student and their role in the world by using Know How to Go curriculum. In the 11th-grade advisory, students begin College Exploration and while focusing on the theme of discovering the power of their

unique voices and their role in the community. In the 12th-grade advisory, students focus on Community Engagement and begin to collaborate with their mentors to manage their internships and to prepare for college applications in the fall and FAFSA in the winter. Advisory teachers ensure that students have access to all necessary resources for their academic and emotional wellbeing.

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.*

The SJHA ensures a safe school environment and makes effective use of programs aimed at identifying and monitoring the social emotional needs of its student populace. Indicators used to identify needs include a student's academic performance, social and emotional output, behavior, health, culture and family.

Humanitas' internal programs such as the Advisory classes, peer mentorship, and the Academic Network create optimal environments in which students experience success and become aware of their contribution to it. It also creates a situation that allows peers, mentors, and teachers to identify needs as individualized attention is a key component to the program's functionality. This Student Support process is well-defined, understood by the entire school community, and documented in order to establish norms and approaches to each specific need.

As needs are identified and assessed, those in most contact with the student (i.e. specific teachers, counselor, psychologists) will use the documentation to provide professional development to the support staff in order to reinforce actions and environments that cater to the students' needs. Where viable, the results are incorporated into lessons and activities that carry universal significance as well as specific goals. Activities would include community-building, interdependence practice, conflict-resolution, maximizing resources, understanding different learning styles, etc. The monitoring and effectiveness of support will be measured by the student's affect and improvement in performance. The individualized attention given to students through the aforementioned internal services will provide opportunities for frequent checks and an evolution of services as needs change with time.

In terms of external services, we will develop a detailed inventory of all resources in the community (e.g. youth recreation/socialization, adult mentoring programs for youth, behavioral health resources, family support programs, clinics, banks, and child safety). Student will be able to access these resources as clients, volunteers, interns, etc. These external services, in conjunction with our program, will allow us to implement opportunities for family engagement, parent education, referral support, and activities that promote independent problem solving and effective resource use by families.

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 SJHA offers a collaborative model of instruction and management that develops all of our students' talents and challenges our students in their intellectual development. In our Advisory class, students receive academic and emotional support as well as college information. Each year, students are given grade appropriate material that facilitates their path to college and career readiness. Once a week, for their entire high school career, their Advisory class holds a college/career day. During this time, we have college representatives present information to students, help students create Fast Web accounts, monitor transcripts and A-G requirements, discuss UC and Cal State requirements, as well as dedicate time for SAT prep. Presentations by business representatives give students opportunities to research and discuss job requirements, salaries, and job availability. Students also receive support in creating a 9-12 college and career road map to reach their goal. In addition, we have grade level college trips where, each year, students go on trips to colleges throughout California. They interact with high school alumni as well as get an opportunity to see and explore different areas of California. We believe that by exposing

students to these opportunities, it has created a positive, collaborative, and intellectual environment that supports all students to be successful.

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.*

The SJHA recognizes the importance of engaging parents and guardians as co-educators in the pursuit of academic achievement of our students. Considering unprecedented demands placed on youth today, it is essential we broaden our instructional opportunities and support by expanding beyond the physical school site and the traditional school day. It is essential to develop strong relationships between families and school in order to enable this support and communication system to flourish.

In order to establish an effective network of communication, our school year begins with the selection and assignment of parent grade level representatives whose primary responsibility is to act as liaisons between school and home. Parent grade level representatives assist in establishing a comprehensive parental communication tree, real-time distribution of key school information and updates, periodic collection and presentation of parent survey data and feedback, and addressing potential parental questions or concerns.

Parents also have the ability to participate in the education process of their students by volunteering their services and time throughout the school year at numerous Humanitas events such as orientation for parents and community partners, student-led conferences, end of the year banquets and ceremonies, ongoing fundraising activities, field trips and University Discovery Tours, and the ACE Leadership training .

As college preparedness is a key component of the SJHA, and considering the complexity of the process, we select parent representatives who, after participating in the University of California Los Angeles’ EAOP Parent Ambassador program, serve as Certified College Advisors whose main responsibility is to educate the SJHA community of teachers, parents, and students through ongoing workshops regarding college preparedness and readiness, application process, and financial aid opportunities and procedures.

F. School Calendar: *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.*

We will have an 8 period alternating block schedule with an advisory course and will operate on a traditional calendar. This schedule is designed to provide students access to A-G requirements, while still satisfying students’ needs for academic and high interest electives, accelerated courses, and remediated support courses built into the school day. Block scheduling will allow for fewer passing periods which maximizes instructional time and allows for time to complete an entire lesson with an Into, Through, and Beyond all in one class period. All courses will have time to approach content in multiple ways that will create various learning pathways to students’ multiple intelligences.

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 4	Period 7	Period 3	Period 6
Period 2	Period 5	Period 1	Period 4	Period 7
Period 3	Period 6	Period 2	Period 5	Period 8 Advisory
Period 8 Advisory	PD-Teachers	Period 8 Advisory	Period 8 Advisory	PD-Teachers

The advisory course is one element of a “supportive school culture... determined not to let students fall behind” (*Teaching to Change the World* 353). This course is designed to support the needs of struggling students who benefit from immediate and daily support built into their school day as well as

the needs of students in advanced courses. “The routine scaffolding available in daily instruction and student groups should blur the distinction between help and extra help” (*Teaching to Change the World* 353).

Teachers will teach six of eight periods, including an advisory course, and will have two conference periods. One conference period will coordinate with their grade level team. Class sizes will typically range from 25-30 students and teacher student loads will be an average of 150, which includes their advisory students. Our long-term goal is to earn grants to support lowering teacher student loads and increasing professional development and collaboration time built into our daily schedule.

Collaboration is key to the integrated lesson design of our program; therefore collaboration time for grade level teams is built into the schedule. To facilitate interdisciplinary lesson planning, teachers on each grade level team have a shared conference period. Shared conference periods for grade level teams also provides time for teachers to conference regularly regarding academic, emotional, and behavioral needs of specific students and address those needs as a team in a timely fashion. The weekly schedule provides for professional development time two afternoons (Tuesdays and Fridays) every week.

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.*

The current Humanitas Academy creates rigorous and authentic standards-based assessments focused on enduring understandings that emphasize relevance of concepts beyond the limits of the curriculum. We provide multiple opportunities for assessment, which promotes the educational ideal that all students have the capacity to develop a deeper understanding of content individual to their own academic abilities, allowing all students to achieve proficiency, encouraging students to learn beyond the date of an assessment, and placing more value on the content being assessed, rather than limiting their learning with an instructional timeline. Extending learning opportunities beyond the constraints of a timeline supports our mission to create an academically rigorous, relevant, and safe learning environment for all students. Grade level teams have developed California standards based interdisciplinary lessons and interdisciplinary quarterly assessments focused on enduring understandings that remain relevant beyond an initial assessment and beyond the walls of the school.

Formative assessments are essential to guide instruction and appropriate placement of students based on identified individual needs and strengths. Formative assessments inform planning of professional development by identifying areas of student need so that grade level teams can modify curriculum. Grade level teams analyze data to identify which instructional techniques are the most and least effective and make immediate modifications to the format in which the content is delivered by the teacher and processed by the students. Solid annual growth is evidence of solid lessons, while stagnation or decline is evidence of an unsuccessfully delivered or designed lesson that needs to be modified by grade level teams. Grade-level teaming provides teachers the opportunity to know how their students are performing in other classes; knowledge of students' strengths and weaknesses in all areas can be used to more effectively deliver content and provide students individualized plans to access and process information.

Classroom discussion is a key element of formative assessment. Teachers observe students engaging in authentic discussions of content material and evaluate responses to identify students' strengths and needs. Evidence based dialogue fosters students who will be able to respond to divergent ideas with confidence, evidence, and respect for other points of view. Students will be able to use creative, imaginative, and innovative responses to the discussion questions and responses. The importance of discussion as a method of assessment is that we will hear the way students are grappling with the lesson, engage students to think critically, as well as correct any misconceptions they may have developed. This deep level of inquiry is critical to sustaining democratic thinking and our students will use skill to become active participants in the civic and cultural life of their city, nation, and world. The SJHA is a rigorous school that requires hard work, drive, and persistence. Students will learn to think and dialogue as historians, mathematicians, researchers, scientists, literary critics, and artists.

We maintain that student centered teaching and assessments, a pedagogy that is culturally responsive and sensitive to the learning styles of our students, is not just a matter of good education, but a matter of social justice. It is not enough to give students equity and access to the classroom, they must also be given equitable access to the ideas and concepts being taught in that class. We are committed to addressing the diverse learning needs of all our students with the goals of increasing our students' social capital and sense of humanity.

B. Autonomy: *Describe how the school will use assessment autonomy to maximize student learning.*

Having autonomy over assessment allows us to assess the students on our timeframe, rather than the districts. We are able to adjust the assessment time tables rather than adjusting the curriculum, we mold our assessments around the curriculum to insure we are assessing what the students learn rather than just fulfill the needs of the benchmark assessment, which makes a more appropriate assessment. It also allows us to assess what is at the heart (power point presentations, authentic assessments, project based assessments, discussions) of what we want to teach, not just what is easy to grade (scantrons and multiple choice). The assessment is a part of our curriculum, it is a difference of assessing for understanding where

as assessing for a grade. This also allows us to re teach if necessary rather than preparing for the next assessment.

Quarterly interdisciplinary exams provide the students with the opportunity and venue to demonstrate their understanding of the interdependent nature of their course work while using English, art, and math to process content from social studies and sciences. Quarterly Assessments will include interdisciplinary summative assessments used at the close of units in order to measure proficiency of content and skills taught within the courses.

We will use formative Assessments which consist of discussion, closing chapter quizzes, and essays/projects. Class discussion will consist of asking deeper understanding questions to ensure that students have a solid understanding of the concepts as well as the skills. Questions help assess prior knowledge and obtain evidence of learning. Teachers will demonstrate and model use of the academic language. The questions will consist of evaluation for different levels of thinking skills. By choosing the right question individual and appropriate for each student, teachers can promote learning while at the same time allow students to experience success. Discussions will provide opportunities for interpersonal and verbal-linguistic students to process content and display their knowledge. We will use different methods of discussions such as Socratic seminar, point/counterpoint debate, and role playing in order to empathize. We will use closing chapter/section review quizzes or assignments. These will consist of multiple choice, fill-in-the-blank, matching, and short answer questions that are focused on specific skills and understanding of that chapter. This type of assessment will allow the teachers to focus on what the students' needs are and what areas need to be re taught. This type of assessment will also help familiarize students with the format of standardized testing. The chapter tests will assess the student's knowledge of the standards, for deeper understanding, and then provide students with the skills for test taking strategies. Essays and projects: Require synthesis, analysis, and application of content and skills. Projects require planning materials and multiple drafts in order to emphasize continuous growth and development throughout the assignment. This will give students extended opportunities to work on a topic. Essays and projects will integrate Howard Gardner's multiple intelligence theory since it will assess students on deep understanding, performance, exploration and creativity. Students will be able to use their different intelligences to complete a project; some of their intelligence they can use is their mathematical intelligence, linguistic intelligence, and their musical intelligence.

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.*

Students are consistently formally and informally assessed to measure their levels of understanding of the content as well as their ability to authentically apply content. Informal assessments include open-ended questioning, paraphrasing or summarizing concepts from texts or class discussions, engaging in point/counterpoint debates in order to explore multiple perspectives, and circulating around the class as students work to monitor their progress. Formal assessments will include both interim and summative assignments within instructional units. Interim assignments include formalized note taking, analysis of fiction and non-fiction texts, lab reports analyzing results of experiments, timelines sequencing historical events as well as plots of fictional texts, and analyzing cause and effect relationships. Summative assessments include research based essays, projects such as short films, posters, and newsletters, and exams including our interdisciplinary quarterly assessments. Our interdisciplinary quarterly assessments include an essay that explores the overarching concepts of the unit by employing content from multiple disciplines and multiple choice CST formatted questions from each of the relevant content areas. The CST formatted questions measure students' understanding of content as well as exposing them to the format of the CST questions to support their success in that high stakes testing environment.

Assessment data is used to inform teachers regarding needs of students and to inform lesson planning. Individual students struggling with a concept are scheduled for additional assistance in the form of tutoring from peer mentors, access to mini-lessons during advisory, and office hours with the teacher. Individual students who do not reach proficiency on formal assessments have access to assistance reviewing the content and the opportunity to resubmit an assignment or test, which encourages students to continue learning beyond the traditional one-size-fits-all timeline. Performance levels are used to inform teachers regarding necessary pacing adjustments, strengths and weaknesses in content delivery formats, and the necessity to re-teach concepts or content. Teachers constantly analyze the effectiveness of our lessons in order to make immediate and meaningful adjustments to our lessons and the best measure of lesson effectiveness is the students' performance.

	Summative Assessments	Formative Assessments
9 th Grade	<ul style="list-style-type: none"> *CST: English 9, Math (Algebra, Geometry, Algebra II), and Biology *Quarterly Assessments (Interdisciplinary) Fall 10 week, Fall 20 week, Spring 10 week, Spring 20 week *Research based essays 	<ul style="list-style-type: none"> *Point/Counterpoint debates to explore multiple perspectives *Formalized note-taking and processing those notes as "output"
10 th Grade	<ul style="list-style-type: none"> *CST: English 10, Math (Algebra, Geometry, Algebra II), Chemistry, World History *CAHSEE: Math and English *Quarterly Assessments (Interdisciplinary) Fall 10 week, Fall 20 week, Spring 10 week, Spring 20 week *Research based essays *AP Exams 	<ul style="list-style-type: none"> *Written analysis of fiction and non-fiction texts *Lab reports analyzing results of experiments *Timelines sequencing historical events, as well as plots of fictional texts
11 th Grade	<ul style="list-style-type: none"> *CST: English 11, Math-optional (Algebra, Geometry, Algebra II), U.S. History, Physics *Quarterly Assessments (Interdisciplinary) Fall 10 week, Fall 20 week, Spring 10 week, Spring 20 week *Research based essays *AP Exams 	<ul style="list-style-type: none"> *Short films (student generated) *Powerpoint Presentations (student generated) *Posters *Newsletters
12 th Grade	<ul style="list-style-type: none"> *Quarterly Assessments (Interdisciplinary) Fall 10 week, Fall 20 week, Spring 10 week, Spring 20 week *Research based essays *AP Exams 	<ul style="list-style-type: none"> *Teacher generated quizzes *Class discussions *Paraphrasing or summarizing texts

D. Assessment Development: *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

The SJHA will continue to utilize the interdisciplinary curriculum and interdisciplinary quarterly assessments that we developed in grade level teams and have been effectively implementing in our current program.

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 the curricula and other school components and inform professional development?*

Assessment data is analyzed and classroom instruction is immediately adjusted according to the findings of the analysis in order to have the desired effect of a positive impact in the classroom. Professional development time is allotted for each grade level team before each of the quarterly assessments to review and revise interdisciplinary tests and to discuss the scoring plan. After the students complete the assessments, grade level teams meet to calibrate their scoring based on the rubric and score the assessments. Grade level teams have a member from the data analysis team who aggregate the data

and share any significant findings with the team. The data is used to inform any adjustments that need to be made to the curriculum, identify individual students in need of additional instruction of content in that unit, and identify professional development needs.

A data analysis team, made up of one member from each grade level team, is responsible for analyzing the data from many sources and sharing that information with the teachers and counselor to inform instruction, intervention, professional development, and scheduling. The data analysis team uses GPA data to compile the green, silver, gold, and red lists, which are used to recognize students' academic achievements and areas of need. At the close of each grading period, green lists consisting of students with GPAs of 2.0 and above and silver and gold lists consisting of students with GPAs of 3.0 and above, which directly correlates to CSU and UC application requirements, are posted in every classroom to celebrate the academic successes of our students [see attachment]. Students earning lower than a 2.0 GPA are placed on the red list and are provided with additional academic support. CST data will be analyzed by the data analysis team and will be used to determine strengths and areas of need for individual students. Teachers' instructional strengths and weaknesses in each state standard strand in CST tested subjects will also be analyzed each year to influence instruction for the following year. The team will also analyze CAHSEE data for 10th grade students to determine intervention scheduling needs for 11th grade students the following year. The data will be used consistently to improve our instruction and meet the needs of our students.

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.*

Graduation from our program requires completion of a minimum of 230 credits, A-G course requirements, and a minimum score of 350 for both the math and language arts portions of the CAHSEE. Our A-G course requirements will prepare students for UC and CSU application requirements and provide appropriately challenging curriculum to support their successful transition into college courses. Progress toward graduation requirements will be monitored at the close of each semester in advisory courses. A log of credits accrued by every student is updated and posted in every classroom at the close of every semester as a tool for students to constantly monitor their progress toward meeting graduation requirements [see attachment].

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 professional culture of the Humanitas Academy is framed by collaboration and high expectations driven by our vision and mission:

Vision: Our vision is to achieve **Social Justice** through the development of the complete individual. In doing so we will increase our students' social capital and their humanity, while we create a school worthy of our own children.

Our Mission:

- To make intelligence and character the goal of education.
- To build our Students' resumes as well as their characters.
- To create an academically rigorous, relevant, and safe learning environment for all students
- To teach the state standards and the life lessons behind them
- To create a student- centered school in which all stakeholders, parents, teachers, and community members are responsible and accountable for our students' success.
- To leverage the resources of our community to create a college going environment so our students can get to and through college
- To create a holistic and collaborative model of instruction and management to develop all of our student's talents to their fullest
- To challenge our students and create mechanisms to support them in meeting that challenge
- To foster the development of civic minded individuals who choose to participate and who see the greater good as their good
- To have our students gain compassion, feel empathy, understand rather than simply judge, and the ability to apply their knowledge in diverse settings

The defining characteristic of the professional culture at The Humanitas Academy is collaboration. Staff, parents, and community partners share the goal of creating individuals that understand and value social justice.

Our goals for professional development are to promote student engagement and motivation; the analysis of data to guide instruction, design and implement shared instructional practices. Teachers participate in a professional learning community structure within their academic departments and within their grade level teams. A pillar of our teacher-support system is classroom observation by peer teachers. Humanitas teachers all subscribe to an open door policy of teaching. It is expected that during conference periods, colleagues spend time visiting each other's classrooms to provide feedback on teaching practices. This serves two purposes. Beyond informing professional development, in a collaborative environment where curriculum is tightly interconnected across each grade level, it is important for teachers to stay abreast of each other's progress in the core content.

All of the teachers at the school are dedicated to the axiom that if we teach for understanding in an integrated Humanitas format our students will be more successful in terms of academic achievement, in creating a greater sense of self efficacy, and in developing a critical consciousness; all of which we believe will lead to an increase in our students' social capital.

Belief in our students' innate abilities and dedication to their achievement are at the core of our vision and mission and inform our day-to-day decisions regarding all aspects of life at the Social Justice Humanitas Academy. Mission statements, vision statements, organizational values and goals are often confused and combined. Failure to parcel these out can challenge processes later (Dufour, Dufour, Eaker,

& Many, 2006; Senge, Kleiner, Roberts & Smith, 1994), as individuals struggle to identify their progress against immeasurable milestones. The mission of an organization is its answer to the question, *why do we exist?* The mission is the fundamental purpose of a school or organization. Every action must be consistent with that purpose, though its breadth is typically wide. The vision statement of an organization is often more narrow, answering the question, *what must we become in order to accomplish our fundamental purpose?* Visions are meaningless, though, without an understanding of the values implicit in the vision. Values answer the question, *how must we behave to create the school that will achieve our purpose?* The “we” in the question refers to all of the stakeholders in a school—the administrators, the teachers, the students, the parents, and the staff. Finally, individuals can state and achieve goals, which answer the question, *how will we know if all of this is making a difference?* Simply put, the content of our professional development in the Humanitas Academy is driven by strengthening the best practices possible to achieve our vision by pursuing our mission through developing shared values. Each semester, we revisit our mission, vision, and learning principles.

As described in Grant Wiggins and Jay McTighe’s book *Schooling by Design* a school reform process and its professional development need to be aligned to a simple and ongoing three-step cycle:

1. An increasingly clear and powerful vision of where we want to end up, based on our mission and agreed-upon learning principles
2. A constant and unflinching assessment of where we stand at present against the mission
3. Timely adjustments based on regular analysis of the gap between vision and reality, between goals and results

Our professional culture is formed around our commitment to teaching for understanding through the use of enduring understandings and essential questions. Our goals are explicit and created with the input of all team members. And because our goals are clear and we are committed to them, we can judge instructional methods and plans impersonally as either effective or ineffective. Without a clear vision, mission and objective agreed upon principles, it becomes too easy for teachers to rationalize all methods and results. Most teachers want to do what is best for their students, and in the absence of agreed upon goals they will do what they think is best and any attempt to change a teacher’s individual practice becomes personal and is often viewed as an attack. Establishing agreed upon goals helps maintain a professional culture supportive of everyone’s’ growth.

In order for the teaching to be effective and support the academy’s vision, it must be collaborative on all levels: content, pedagogy, classroom environment and assessments. Given that the academy’s overarching goal is to create individuals who are dedicated to achieving social justice, the abilities to critically think and to assess data in a balanced way become fundamental. While it has been proven through testing data that students who learn literacy skills in math and history as well as English are more successful than those with a more traditional curriculum structure, the Humanitas Academy believes that this also infuses students with the real world experience in which subjects are not restricted to certain locations. In life, individuals are frequently called upon to use math and English skills simultaneously: figuring out the rent from reading a lease, for example. Life is not lived going from room to room, each with a different focus, and it should not be so with education.

Every aspect of our school, our curriculum, governance, community engagement, and our professional development, is guided and measured against an agreed upon vision mission and learning principles. And because every aspect of our school is governed by the same commitment to enduring understandings, the structures and everyone involved support the other parts of the school. Additionally the fact that all staff have multiple and often overlapping responsibilities (via committees or other shared administrative duties) ensures that all have multiple opportunities to share their input and affect the direction the school goes. However, it all starts with an agreed upon vision and mission. The commitment shifts from *my* class to *our* school.

To ensure all of our work is about the vision, mission and learning principles, we first created each defining document as a team. We did this for two main reasons; from the beginning we establish our commitment to collaboration and to establish our guide and purpose. Every action must be consistent with that purpose.

A few structures are in place to support the achievement and maintenance of our professional culture:

1. The governing board hires our principal with his or her primary mission to keep us focused on our vision and mission; thus maintaining the collaborative professional culture based on mission, not personal agenda.
2. Our teachers are in both grade level teams and department teams. The grade level teams support our horizontal collaboration and integration. These teams along with the principal ensure our goals (curriculum goals, assessment, community engagement, teacher and student support) are being realized across our curriculum. All of our teachers are also part of subject department teams. These teams ensure our goals are being realized and success is integrated and built upon vertically, through our school as our students matriculate. These structures increase communication, distribute leadership, and create multiple layers of accountability and support for everyone involved.
3. The elect to work agreement also serves as a mechanism to support our professional culture. All of our teachers create and sign an elect to work agreement which carefully delineates each person's responsibilities to the school and its students. The elect to work agreement maintains our professional culture by depersonalizing evaluations and makes them more objective.
4. Student input regarding curriculum and culture is also invited through a series of steering committee meetings that occur at least once a semester. Students choose representatives from each grade level. These representatives poll their peers regarding their educational experience, both pro and con. Armed with this feedback, student representatives meet with teachers in grade level teams and respond to teacher-posed questions, as well as giving unsolicited feedback based on the input from their peers. The student perspective is very important to the design of the professional development agenda at the Humanitas Academy.

The above activities and structures have been created over the last decade while the Humanitas Academy has been at Sylmar High School. As new staff is hired they will be introduced to them as part of the hiring process. Once onboard, new teachers experience a great deal of peer support as they transition into the Humanitas program. One of the chief components of new teacher induction is an extensive series of classroom observations by other teachers followed by meetings in which the new teachers receive feedback and support for their practices. Part of the focus of this process, in addition to new teacher support, is to help the new staff members become more familiar and comfortable with the Humanitas Academy's focus on collaborative teaching and the use of the principles of *Understanding by Design* in lesson design and delivery.

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?*

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

A primary partner in the development and support of the Humanitas Academy is the Los Angeles Educational Partnership (LAEP). As partners they provide a large component of the Academy's professional development program. Three key PD programs are subject-focused retreats, Teacher Center Workshops and visits to other school sites that utilize the Humanitas interdisciplinary strategy. (*Specifics of two of these programs (courtesy of LAEP) appear in Appendix 5b.*)

An additional partner in the Humanitas Academy is the international education organization Facing History and Ourselves. Professional development is a large part of the contribution made by this organization. A brief description follows:

Facing History and Ourselves Professional Development Component:

In its support of whole schools, Facing History maintains its traditional consultative role with individual teachers and groups of teachers by providing curriculum resources and suggesting teaching strategies. In addition, program staff can provide the following services to schools that embrace a partnership with Facing History (*See Appendix 5c*).

In short, Professional Development at the Humanitas Academy is focused on helping all staff members achieve our vision and mission and learning principles. Professional development is effective when every teacher involved can point to a line in our vision mission or learning principles and make the connection between the professional development and our vision.

Currently our professional development is most effective when the staff attending can learn something that can be implemented the next day, and when a colleague from the school delivers it. The goals for ongoing professional development are to create and refine interdisciplinary units, lessons, and assessments and to examine the results of those assessments and adjust or refine our teaching practices accordingly.

Another goal is to have our subject matter/department teams develop learning objectives and benchmarks. These allow us to make explicit what skills and knowledge we would like our students to have at each grade level as well as what skills and knowledge we will build upon as our students matriculate. Our professional development is designed to ensure that effective habits of mind are being taught, assessed, and modeled.

Grade level teams examine data, such as common assessments, teacher observations, and student performance to inform curricular decisions as well as determine intervention strategies if needed. Teachers use protocols from the critical friends network and are given time to analyze student work to weigh it against our learning goals and vision and mission statements, and to determine what further professional development may be needed.

Subject matter teams use data in a similar way; however, the focus is on the teaching and learning of a particular subject matter. Using common assessment data, teachers evaluate essential learnings for each subject. The results of these assessments serve as a basis to create common benchmarks for each grade level by subject. The goal is to maintain uniform development of each student in each subject, assuring that the graduates of the Humanitas Academy will be consistently prepared for success in college.

In addition, subject matter teams use professional development time to share pedagogy that can be used across curricula to support student learning. For example the English Language Arts team shares with the group strategies that will help a math teacher or art teacher support their students literacy skills. Math teachers may share cooperative group strategies that can be effective in approaching some forms of learning in English Language Arts. This lends support to the overall school culture of collaboration as well as to advancing the practice of individual teachers.

c. Teacher Orientation: *Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.*

Teachers who are just starting with the Humanitas Academy work closely with the lead teacher of the grade level team to which he/she has been assigned. Under the supervision of the grade-level lead teacher, other teachers on the team will observe the new teacher in the classroom. One-on-one meetings will follow these observations where the new teacher will receive constructive, non-evaluative feedback based on the observations. Additional support for new teachers occurs during shared conference periods. Current teachers use this time to meet with new teachers to plan curriculum and to help them collaborate more effectively.

Additional important components of new teacher orientation, which also serve to further develop the practice of current teachers, are the opportunities afforded by our partnerships with LAEP and Facing History and Ourselves described above.

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.*

Various formats and timeframes will be used for professional development, depending on the need and focus of the collaboration. (See Appendix 5d)

Summer Preparation: Immediately prior to the Fall opening of school, the staff meets for five days of in-depth planning and reflection. The focus of these meetings is first to revisit the vision and mission of the school and set overarching goals for the coming year. During these meetings enduring understandings for individual units are reviewed and assessed in light of the school's vision and mission. Also during this time, individual grade-level teams will break out and focus on interdisciplinary units, fine tuning assignments and re-assessing goals. Decisions are made at this point regarding curricular trips for the year, use of school facilities and the master calendar for the year. Initial decisions about the year's professional development are also made based on the information shared at these early meetings.

Weekly meetings: Throughout the school year, the staff meets for two hours every Friday at the close of the school day. During the early part of the Fall term these meetings focus on pedagogy, best practices and strategies for collaborative teaching. There is a mix of experts from outside the school discussing areas of their expertise and teachers from within the school sharing their teaching innovations. Each week, teachers will identify a goal for their collaboration, such as analyzing student work, assisting a team member in planning an assessment or project, or debriefing on a recent classroom visit. Subsequent meeting goals will be planned in order to allow teachers time to collect work, data, or materials for the following week.

End-of-term reflection. At the end of each semester and year, teachers will meet as a full staff to reflect and share their challenges and successes from the past term. We will revisit our mission, vision, values, and goals and monitor our progress toward achieving them.

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.*

To ensure the effectiveness of our professional development, we will regularly reflect on whether it is helping us to answer the following fundamental questions: *How can we make our curriculum more coherent, engaging, and effective? How well are our students achieving, and how might we enhance their performance? How can we become more effective as professionals?*

Research indicates that more students will reach higher academic achievement in schools where the instructional leadership and practice embraces high standards in a positive professional school culture. To this end, every staff member at our school is an instructional leader responsible for creating a curriculum continuum that addresses the needs of all learners. Monitoring, reflecting, and making adjustments to the teaching of essential standards will be a priority. Monthly meetings are held to review teaching practices to identify challenges to ensure that teacher teams continue to analyze student data and upgrade instructional plans in order to develop critical thinkers across the curriculum. Formative and summative assessments inform curriculum mapping continuously. Monthly meetings also provide an opportunity for teams to reflect on results, discuss problems, and identify support from various research-

based sources. The Humanitas Academy believes that through courage and commitment we will develop a repository of exemplary practices to be shared in our professional learning community and others. Technology will afford us an added opportunity to celebrate our successes with our community at large.

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

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

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

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

In addition, teachers are asked to answer the following questions:

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

The administrator, department heads and/or coordinators make multiple, unannounced visits in order for evidence to be consistent. In order to facilitate reviews, a formal dialogue process that includes agreements and assurance, will be utilized.

Student assessment measures are closely aligned to the curriculum. The following is a list of assessment strategies and examples of data sources to be used for the documentation of student learning:

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

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.*

The autonomies allowed by the pilot school model provide increased flexibility and time for professional development. Each member of the Social Justice Humanitas Academy staff is responsible for leading professional development sessions focusing on different pedagogical practices that have been successful in their practices. These include classroom technology, classroom management, integrating curriculum and utilizing outside resources. This eliminates the need for outside experts providing PD. It also allows for an approach to PD that is more compatible with the vision and mission of the Social Justice Humanitas Academy.

The scheduling autonomy gives the Academy the crucial ability to hold PD sessions outside of the school schedule. Teachers can create individual PD plans in collaborative curriculum teams that become more opportune for their schedules and that also support the climate of shared values and mutual support that is critical to the success of our pilot school. This autonomy also helps reduce the division between school and community because professional development workshops held outside of the school schedule will allow more involvement by parents and community partners who are otherwise constrained by their own work schedules.

In addition, requirements for professional development are built into the elect-to-work agreement. Every teacher goes into the Academy clearly understanding what is being asked of him or her beyond the classroom. This includes bringing individual perspectives to professional development and participating in professional development. Since these requirements are part of the elect-to-work agreement, participation in professional development also becomes part of the teacher evaluation criteria.

6. SERVING SPECIALIZED POPULATIONS

"No one is born fully-formed: it is through self-experience in the world that we become what we are."

-Paulo Freire

"The World needs all kinds of minds to work together"

-Temple Grandin

"Yeah I have an IEP. But honestly, I feel more like its VIP services."

Corina Montiel, student at Sylmar High

Paulo Freire discloses a great responsibility upon the teacher: to create an environment by which the student can experience him or herself for the greater purpose of becoming. How does this impact the student identified with special needs? Does the student travel through alleyways as not be seen because of differences reinforced on a daily basis? Special education is not a stigma; it is an ethics of service. The vision of Social Justice permeates all aspects of special education; it informs those being served and those serving. In the Social Justice Humanitas Academy we treat each of our students as individuals and we teach to their diverse learning needs.

There is more to special education than meeting the needs of an identified group. Our community-school relies on all kinds of minds to function. In other words, the differently-abled learners are an equal and enormous contribution to the goal Social Justice. Temple Grandin understands this better than anyone. As a person with autism, she has revolutionized quite a few perceptions and approaches during her lifetime. Her statement echoes Howard Gardner challenge to the educator that *"everything can be taught in more than one way. And anything that's understood can be shown in more than one way."* It is only through this exposure to equity and access that Special Education itself enters a process of becoming what it should be.

Lastly, my student Corina was the first to realize that there was no shame in having an IEP. She once explained that knowing her limitations only reinvigorated her desire to overcome them. She was happy to know that she was not going to do it alone thus her joking but reforming reference from IEP to VIP services. Indeed, our students are very important people.

Special Education

The Social Justice Humanitas Academy (SJHA) will continue to adhere to the federal law provisions of the Individuals with Disabilities Education Act (IDEA) and State Special Education Regulations.

All Students with disabilities attending SJHA will be accorded a free, appropriate and public education (FAPE). Disability will not be used as a criterion for non-eligibility for enrollment; rather, SJHA welcomes the chance to educate any child, regardless of ability levels. The Social Justice Humanitas will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, SJHA will comply with the Modified Consent Decree, AB 602, LAUSD Special Education Local Planning Agency (SELPA) guidelines, and all California laws pertaining to special education students

The Social Justice Humanitas Academy shall remain a public school of the District pursuant to Education Code Section 47641 for purposes of special education. Humanitas will be responsible for providing for

its own special education services and instruction to the students it serves, as set forth in the IDEA. The SJHA shall invite District Special Education representatives to IEP meetings when it is anticipated that special education service options will be considered within least restrictive environments other than those at the school. The District shall be responsible for nonpublic school placements as a SELPA-wide service and not solely responsible for the defense of all special education claims against SJHA.

The Social Justice Humanitas Academy shall comply with the terms of the Modified Consent Decree as long as it remains in the LAUSD SELPA. The Special Education Modified Consent Decree requires collection of data regarding suspension and expulsion of special education students. SJHA shall forward information to the Pilot Schools Office in the manner required by the District.

During the life of the pilot school, or so long as the Social Justice Humanitas Academy belongs to the LAUSD SELPA, we will adhere to all terms and conditions of any court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Per Federal Law, all students with disabilities will be as fully integrated as possible into the programs of Humanitas, with the necessary materials, mandated services, and equipment to support their learning. The school will ensure that any student with a disability attending Humanitas will be identified.

Humanitas will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, Humanitas will meet those needs. In order to comply with Child Find requirements as specified by law, Humanitas will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve (see appendix D)

Referral for Assessment

Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing.

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. SJHA's referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. Any such referrals will be responded to in writing by the Special Education Coordinator within 15 days. Parents will be informed via the Special Education Coordinator that special education and related services are provided at no cost to them. If Humanitas concludes that an assessment is appropriate, the parent will receive an Assessment Plan. Assessments will be done only upon receipt of written parent permission.

Assessment

The Special Education Coordinator will be responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, unless an interpreter is needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include:

- Individual testing

- Observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

The Social Justice Humanitas Academy will employ the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs.
- Assessments will be delivered without cultural, racial or gender bias.
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The Special Education Coordinator will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting.

Development and Implementation of IEP (See Appendix D)

IEP Review

The IEP team will review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years if determined necessary at the annual prior to the triennial, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, he/she may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, SJHA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting or within 60 days following receipt of a signed assessment plan to conduct an evaluation and hold an IEP.

Parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Reporting

The Humanitas Academy will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from District assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the general education classroom.
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions.
- The basis of exit from SJHA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the SJHA Special Education Coordinator, as supervised by the Administrative Designee (AD). The AD will ensure that a central file with all the special education evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The AD will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

In accordance with the IDEA, parents or guardians of a student with an IEP at Social Justice Humanitas Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. If this occurs, the District and SJHA shall be named respondents and shall work together to defend the case.

Parents have the right to file a complaint if they believe that the school has violated federal or state laws or regulations governing special education. If this occurs, the District shall address and respond to the complaint under its Uniform Complaint procedures.

SEE APPENDIX D FOR COMPREHENSIVE SERVICE PLAN

8. Community Analysis and Context

a.) 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.

The Social Justice Humanitas Academy (SJHA) will be serving the school community of VRHS #5, which includes the Sylmar, San Fernando, and Pacoima neighborhoods. These neighborhoods share a rich and symbolic history, are the heart of the San Fernando Valley, and pride themselves on culture. Through the years, striving to create a culture and community of hard work, many families have struggled for opportunity and equality. Despite these struggles, their culture of hard work and family support has proven to be the bond that holds them together. SJHA wishes to aid families in their fight for the efficacy of Social Justice and to produce stronger and healthier families who support rigor and high standards. The following socioeconomic information is based on the 2007 zip code data book:

City	Population	Latino	Spanish Speaking	H.S. Diploma age 25+	Bachelors Degree age 25+	Per Capita Income
Pacoima	100,746	85%	75%	39%	6%	\$11,707
San Fernando	36,526	91%	78%	40%	5%	\$12,611
Sylmar	84,121	71%	56%	60%	12%	\$17,224

These statistics simply need to change. Over the past 10 years, we have seen and heard the community's desire for a change in school structure and culture. This idea of change and aspiration of Social Justice is the foundation of our Academy and is why we believe we can be successful in this community. Ten years ago, we began to form the Humanitas small learning community at Sylmar High School around our vision of Social Justice. Our Academy strongly believes that by generating student's social capital, it will connect them to the community and various networks of information that will facilitate them throughout life.

During our existence, we have formed connections with the various assets the community has created, such as the Community-Based Collaboratives (Pacoima Charter Initiative, Sylmar Neighborhood Partnership, San Fernando Neighborhood Partnership, etc). These collaboratives are driven by the neighboring schools' and communities' needs, are connected to the stakeholders of VRHS #5, and are a strong and positive influence on the community. This allows SJHA's community school strategy to build on a history of success. For example, three years ago, community-based collaboratives focused on facilitating a "community-driven response" to the increased youth violence and gang activity in Pacoima, home to many of our students. These collaboratives brought together representatives from all parts of the community including parents, students, parks, law enforcement, schools, community-based organizations, government offices, and elected officials to strategize about aligning resources, meeting the needs of families, and integrating and becoming part of VRHS #5. As such, the response to the Pacoima gang activity brought the Gang Reduction and Youth Development program to our students, and now that program partners with school staff, monitoring student progress, attendance, and other factors.

We have also partnered with the organizations in the Pacoima Community Center to create a culture of achievement. The Pacoima Community center is a central hub to many youth-serving programs such as Youth Speak Collective and Heroes of Life. In this partnership, we have intertwined our common core values of developing civic-minded individuals. Youth Speak has provided us with afterschool services and has aided us by showing strong and positive support for our students. We have also developed a detailed inventory of resources in the community (e.g. youth recreation/socialization, adult mentoring programs for youth, behavioral health resources, family support programs, clinics, banks, and child safety) and have given access to students. These external services, in conjunction with our program, have allowed us to implement opportunities for family engagement, parent education, referral support, and activities that promote independent problem solving and effective resource use by families.

As stated previously, the vision of the SJHA is to create a culture of achievement and to create a community school that serves as a social, educational, and recreational hub for the community. In doing so, we will create human and social capital, cultural literacy, social competence, as well as build a strong sense of social responsibility within our community. Our proposed campus will adopt an open-doors policy so that it is a hub for youth programming, health and social services, family support groups, environmental justice, college readiness, and any supplemental resources our families need.

Community values have played a large role in the direction of the academy, and one of the most important values we have addressed is safety; the key component to a child's maturation and intellectual development. Students who do not feel safe have no room to grow emotionally, socially, or intellectually. Our duty and social responsibility, both as an academy and as a community, is to provide the optimal learning and living environment for our children. We have begun the implementation of this process in our academy and plan to create this same environment at VRHS #5. This positive learning environment has created a paradigm shift of full community engagement around the needs of our youth. Students come to school and are eager to learn. They feel the need to make themselves better individuals, and they now realize that education is the key to success. We all have a role in every child's education and in their development towards becoming a well-rounded individual. As we continue to join with community partners, our neighborhood will enjoy the benefits of increased security, a heightened sense of community pride, and better rapport among members of the community, which is the optimal condition necessary for every child to learn at high levels.

By exposing students to this ideology of Social Justice, it will create students who will become strong advocates for not only themselves but for their community as well. Students in SJHA take part in motivational interdisciplinary lessons that teach concepts in a safe and structured learning atmosphere of high expectations while using the latest technology (see attachment 8a1). They engage in activities that are related to issues of modern society as well as their community and enforce concepts of Social Justice. We believe that students who gain this experience are more likely to become economically self-sufficient, as well as healthy and productive members of society. This combined with community motivation will not only facilitate student learning, but students will become intrinsically motivated to become civic-minded individuals who choose to participate and see the greater good as their good.

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.

To implement our philosophy of Social Justice, our academy has created a rigorous curriculum and has connected our students to the community organizations such as Academy of Motion Picture Arts and Sciences (AMPAS), networked them to resources such as KnowHow2Go, empowered them to be strong advocates for themselves and the community, ultimately generating their own social capital. We have also partnered with Youth Policy Institute and EduCare to create a support network for our summer bridge program over the past 3 years (see attachment 8b1). This knowledge and support has introduced them to various role models in the community and has shown them a myriad of life options, which, in turn, constantly has led to increased levels of success and a healthier, more connected community. During our culmination ceremonies, we have had various guest speakers throughout the community (politicians, authors, and actors) give motivational speeches to our students (see attachment 8b2). These along with many other community contributions have created a heightened sense of the necessity of education and community pride. The following list is a snapshot of our team's experience in working with our community over the past ten years:

Organization	Partnership	Description of relationship
Narconon	1 year	Provide drug education programming
EduCare Foundation	1 year	Provide tutoring program, enrichment activities, summer bridge program support, college preparation resources and staffing, leadership training
UCLA/EAOP	4 years	Provide college access and awareness programming to students and parents through on campus case management, university-based parent trainings, and information distribution
Youth Speak Collective	2 years	Student empowerment, after school program provider—Art classes, tutoring, team building, youth leadership
Tia Chuchas Centro and Cultural Bookstore	2 years	Offers pro-community cultural activities, youth development programs, family programs, access to technology, arts, music, and empowerment programming for at-risk youth. Linked to mental health and wellness providers such as El Nido.
826 LA	Current	Adult tutors work in 12 th grade advisories to help students hone their voice through their writing. Prepare personal statements with seniors. Publish students' work
Youth Policy Institute	2 years	Provide tutoring, afterschool programs
Educational Talent Search	4 years	Provide college access and awareness programming to students and parents through case management, parent trainings, and community collaboration efforts
LAEP	8 years	Community schools consultation, KnowHow2Go College Access and Awareness Network, Humanitas Professional Development and Grants
Facing History Ourselves	10 years	Parent and student empowerment. Provide services for Summer School – Bridge Program. ACES college trip for students and parents
Cal State Northridge	2 years	Teacher Prep Candidates—student teachers, Professional Development
YouThink	4 years	Teacher Professional Development – advocate for using teaching as a medium to teach for social justice (model lessons with students) monthly teacher meetings. Model Lessons
Total Family Support Clinic	2 years	Provide drug intervention and health services to students and families

9. Community Engagement Strategy

a. Explain the team’s Vision for engaging the community & the underlying theory that supports it.

The Social Justice Humanitas Academy will become part of the Valley Neighborhoods Collaborative (VNC), the full service community school partnership network started at San Fernando High School (San Fernando Neighborhood Partnership), and expanded to Sylmar High School (Sylmar Neighborhood Partnership), San Fernando Middle School (San Fernando Middle School Neighborhood Partnership), and opening progressively at Maclay Middle School and Arleta High School. The community schools model (as supported by research from *The Coalition for Community Schools’ Community Agenda*) accomplishes our vision of Social Justice by ensuring that all resources a student or family needs are available through the school. This is achieved by holistically supporting educators, families, and students by streamlining and networking current resources to meet needs and fill gaps. This is an adaptive approach—as school and community needs change, we refine our methods to direct resources to where they are most needed and adapt resources to what is most needed.

The overarching goal of the VNC, which aligns with SJHA, is to increase the number of high school graduates so that high school graduation is the expectation for *all* students. The strategy for accomplishing the goal is to support VRHS #5 in becoming a hub within its neighborhood driven by all stakeholders and is focused on aligning and linking resources for children and families, from birth through college. This strategy is key to our success because, academically, we do all that we can inside our classrooms and in the school building, but we need the support of the community to support the whole student, all 24 hours of the day.

SJHA’s community school strategy builds out of a history of success. Also connected to the VNC is the SFNP, SNP, and SFMNP, three “on-the-ground” collaboratives from our feeder schools and schools being relieved, that were initiated three years ago in addition to the pre-existing Pacoima Charter Initiative (PCI). Collaboratives such as these, for example, have facilitated a “community-driven response” to the increased youth violence and gang activity in Pacoima, home to many of our students. They bring together representatives from all parts of the community including parents, students, parks, law enforcement, schools, community-based organizations, government offices and elected officials to strategize about aligning resources, meeting the needs of families, and integrating with schools. We have been part of this work at Sylmar High School and will use it to leverage resources and employ collaborative problem solving at VRHS #5.

The PCI and VNC (SFNP, SNP, SFMNP) are now intertwined and collectively are becoming the community school infrastructure for city-county-LAUSD and CBO collaboration. The city of Los Angeles GRYD program for Pacoima and the County’s Gang prevention initiative use PCI as the “collaborative center” of their work. The County Department of Children & Family Services Prevention Initiative, the City of Los Angeles Family Source Center, the Census project, mental health providers and substance abuse agencies are all participants of the PCI as well as VNC resource councils. SJHA, with ongoing support from the Los Angeles Education Partnership, will connect to the wealth of resources and community partners to support the students and families of VRHS #5.

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 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.

1.) As a VNC Community School, SJHA will have the following core components: 1) Resource Council—integrated governance structure, comprised of all community stakeholders that will cultivate new partners to meet identified needs, monitor partner services and assess their effectiveness, serve as a vehicle for enhancing inter-agency communication, collaboration, and review, and refine family and community engagement strategies, including specific strategies for engaging hard-to-reach parents; 2) stakeholder services integrated with the academic core of the school; 3) lead agency or student leadership initiative through advisory classes who will facilitate the engagement, recruitment and communication with all stakeholders, coordinate resources to maximize participation and reduce duplication; integrate the

work of the Resource Council with the school's academic core and facilitate the work of the Resource Council as problem solvers; and 4) Use data to drive change. In summary, SJHA's community school strategy will reach out to already existing community partners, integrate them into school culture, and support the students, families, and teachers, creating the culture of Social Justice inherent in our vision.

In addition to the core components listed above, each VNC School develops its own strategies to meet shared VNC objectives and additional school-developed objectives. We have identified four initial school-wide approaches: 1) "Open Doors" policy, described previously; 2) parent/supportive adult engagement; 3) increase volunteer support for school; and 4) increase partnerships with service providers.

Parents will take an equally vital role at the school as they reinforce their desire for their children to be successful and their eagerness, with some additional support and guidance, to be active participants. At a minimum, the SJHA will have two large parent activities per semester that bring parents and teachers together for conversation, increased shared expectations and skill building. We have already had great success implementing parent meetings and student-led conferencing in our work in this community. The SJHA is building an ambitious but achievable plan to use technology to increase communication with all student academic expectations and accomplishments online, as well as information about school and community events, local resources and governance information. Parents will be encouraged to take advantage of computer classes to develop their own technological skills. Finally, as previously developed this year, the SJHA will reach out to parents through grade-level parent representatives. These representatives both facilitate communication from teachers to families but also provide checks and balances—they give feedback and are equal, partner voices to the teachers in planning meetings, governance, and planning events.

2.) The Community/Student Services school level committee will be responsible for managing the cultivation of partnerships. Supportive community partners of the SJHA can be seen in the letters of support in the Appendix.

The following are key partners who will be involved in the implementation of services. Each has been thoroughly vetted by members of the Leadership Team regarding their track record of service to the San Fernando Valley community, financial solvency, history of partnership with students attending VRHS #5 as well as the VNC, and available resources. Recruitment of partners will create steadily increasing involvement in the school of organizations as documented through MOU's through the first five years of operations. Partners will provide community outreach as well as specific resources for families.

- **Los Angeles Education Partnership:** train and consult on community schools strategy and family engagement planning, implementation, and sustainability; provide professional development to support interdisciplinary and design-based instructional strategies; connect students to community-based Linked Learning opportunities through pre-existing community partners such as AMPAS or the Getty; Offer resources and technical assistance towards creating a college-going culture through the KnowHow2Go Network.
- **Facing History:** provide professional development to create social justice, interdisciplinary curriculum; supply culturally relevant advisory lessons.
- **Youth Speak Collective:** Provide support and guidance for the reform plan and its implementation; provide college readiness activities for students and parents; serve as a liaison to countywide intervention/prevention initiatives, resources, and support services such as GRYD; link students to youth leadership, youth empowerment, and youth development opportunities.
- **Bienvenidos, Narconon, Total Family Support Clinic, El Nido:** Wellness and Mental Health Services, Drug Prevention and Intervention Services
- **Tia Chucha's Centro Cultural and Bookstore:** Provide support and guidance for the reform plan and its implementation, offer pro-community intervention/prevention resources, link students to youth leadership, youth development, and youth empowerment opportunities.
- **CSU Northridge:** Provide professional connections to teacher preparation candidates
- **Educational Talent Search:** Provide college access and awareness programming.

10. School Governance and Oversight (5 pages + attachments)

10.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.*

We are applying to operate our Social Justice Humanitas Academy as a Pilot School because this model provides the autonomy we need to fully utilize the collaborative teaching model that has been successful in our academy environment. Pilot school autonomy will empower teachers who are directly involved with the education of the student population to make decisions involving the use of budgets, the structure of the curriculum, the design of the assessments and how to operate the campus on a daily basis. The pilot school model will provide us the structure to meet the needs of all students and allow us the flexibility to create the collaborative curriculum that will ensure the academic achievement of our student population as well as providing our students with a framework for development as individuals with unique understandings of what it means to strive for social justice. The pilot school structure will allow us to build strong relationships and to create a safe learning, social environment for our students.

In addition, the pilot school structure will allow us to create powerful collaborative partnerships with community members and families so that the dream of social justice can become a reality. This will be the result of parent and community involvement in every aspect of school governance through representation on all of the decision-making committees. In a traditional school model parent reps serve on the School Site Council and some of the advisory committees. To a large extent, this marginalizes the community. Day-to-day decisions are made by administrator and to a lesser degree faculty. The fundamental advantage to the pilot school model is that the parents and community partners are inextricably involved in the leadership mechanisms. Without this aspect, we would be hard-pressed to consider ourselves a true *community* school.

10.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.*

TEAM MEMBER	DESCRIPTION
Jose L. Navarro	Lead Teacher Jose L. Navarro has been the coordinator of the Humanitas Academy for 5 years. He is a National Board Certified Teacher, 2009 California Teacher of the Year, a certified trainer for Teacher Curriculum Institute, and is currently attending UCLA’s Teacher Leadership Academy. BS Western Oregon University.
Mauricio Regalado	2008 Mexican-American Teacher of the Year. Former lead of 9 th grade T-House SLC. 9 th grade Algebra I and English
Jeff Austin	National Board Certified Teacher. 12 th grade Social Studies and Advanced Placement. B.A. Latin American History and B.A. Political Science – University of California – San Diego
Samantha Siegeler	9 th grade English. Masters Degree – Teacher Leadership in the Urban School from CSU – Los Angeles. BA in English Literature CSU-Northridge
Robert Martinez	12 th grade English. BA in English Literature from San Diego State University.
Lourdes Lizarraga	Spanish Language and Advanced Placement. National Board

	Certified Teacher. Masters Degree in Spanish Literature and Language.
Tim Knipe	11 th Grade English and Advanced Placement. BA in Anthropology with a minor in Writing from New York University.
Pablo Olivares	2009 Mexican-American Teacher of the Year. Special Education teacher. New York University - Masters in Humanities and Social Thought. UC Irvine BA in Anthropology and Psychology.
Cindy Holsey	Former Literacy Coach. 10 th grade English. BA in English from UCLA.
Zaruhi Yarkanyan	Geometry and Algebra 2. BS in Math from CSUN
Paul McCarty	Physics. BA.
Robert Tostado	Chemistry. BA in Chemistry from San Diego State University
Emily Michels	Art and Animation. Former animator with The Simpsons. BA in Design and additional graduate coursework from UCLA.
Los Angeles Educational Partnership	Since 1984, LAEP has combined public, nonprofit, philanthropic and for-profit resources to create, manage, and sustain efforts that improve urban schools. Their mission is to help students in high-need school improve their academic achievement by partnering with educators, parents and the community.
Facing History and Ourselves	Founded in 1976, Facing History is an international educational and professional development nonprofit organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice and anti-Semitism in order to promote the development of a more humane and informed citizenry.
Maria & Luis Rodriguez	Maria and Luis Rodriguez currently have a son attending the Humanitas Academy. In addition to their involvement on the design team of our pilot school, they are deeply involved in the community life of the San Fernando, Sylmar and Pacoima. Maria, a former bilingual teacher, co-founded with her husband and manages Tia Chucha's Cultural Center and Bookstore. Luis, her husband, is one of this country's leading Xicano writers. He has eight published books in poetry, children's literature, memoir, nonfiction, and fiction, including the international bestseller <u>Always Running</u> .

The teachers listed in the chart are the current Humanitas Academy teachers who will be moving to the new school, two community partners and involved parents. Amongst our ranks are teachers who have served as Small Learning Community leads, Professional Learning Community leads, members of the Sylmar High School Site Council, members of Subject Area Cadres, members of school curriculum council, a literacy coach, and department chairs. This team carries a wealth of experience in innovative leadership in many areas. Moreover, the Social Humanitas Academy has been in existence for ten years and will have been in operation as a semi-autonomous 9-12 academy for a full year when VRHS #5 opens. This includes control over our own professional development, creation of our matrix, development of our own curriculum and assessments, intervention, and parent/community relations.

Our vision is truly based on the idea of shared leadership. Although our governance plan is based on having co-lead teachers, all teachers in the school will take on leadership roles as part of our shared accountability. This requirement for shared leadership will be made clear in our elect-to-work agreement.

10.c School Governance and Oversight:

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

Autonomy will allow us to create a culture of shared leadership, accountabilities and decision-making focused on high student performance. We believe that we have the responsibility to create a school that works for all children in our community and that with the creation of a small personalized educational setting, we will be able to close the achievement gap by setting high expectations, developing caring relationships, providing quality resources, developing powerful community partnerships, recognizing student accomplishments, and integrating technology in the classroom. The individuals closest to the students will make school and policy decisions, including teachers, administrators, support staff, families, community partners, and students themselves.

The focus of our governance model will be to empower the community members and stakeholders that do not normally have power within the regular school system. The governance autonomy allows us to bring the role of school leadership closer to the people who have direct contact with the students in our student-centered model. It also allows us to give a direct voice to community members within our authentic community school. It is in this community-wide accountability that we expect to make the greatest use of our governance autonomy. This accountability will be created through several structures imbedded in the overarching governance model.

First, in our pilot school model we have structured the leadership autonomy in a way that includes parents in all levels. This structure encourages parents in school leadership positions to be in direct contact with their peers in the community in an organized way.

Second, autonomy will give all stakeholders a more significant role in the governance of our school as directed by our vision and mission statements. We expect that the community will be looking to invest in our school and we therefore expect that they will want a return on this investment. It is therefore vital that they have a voice in our governance. Both parents and community members will have a vote on our governing council as well as on the various school leadership committees (*see Section 10.c.iii*).

Third, having autonomy will allow us to create powerful advisories that will provide meaningful, on-going, relationships between teachers, parents, caregivers, and community members and will provide every child with an adult they can count on for support. The research by Linda Darling-Hammond (Corcoran & Silander, 2009) and the recommendations made by the Association of Secondary School Principals (in “Breaking Ranks: Strategies for Leading High School Reform”) suggest that advisories are essential as they provide every student with an advisor who will remain his/her advocate until graduation and beyond. Families will have a point person who is a partner in their child’s academic, social success and emotional well-being. This is particularly important in our community as we have many students who are at risk to “drop-out”.

Fourth, we will use not only the governance autonomy but the staffing autonomy to increase the accountability of our teaching staff so all stakeholders understand that the teachers have as much at stake as the students, parents, and community members. We will use the elect-to-work agreement and the role of the governance committee in its execution to demonstrate that the need for high student performance sits at the top of the school’s priority list. The agreement requires that the Governing Council review all teachers on a yearly basis. At that time, if a teacher or the council feel that the Humanitas Academy program is no longer a good fit, the teacher can be displaced. This not only allows more accountability but also gives the teacher a voice that exceeds a simple assessment based on test data.

ii. **School Level Committees:** *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.*

1) **Governing School Council:** *Describe the composition of the Governing Council and the process for membership selection.*

The Governing School Council is responsible for: selection of the Principal, evaluation of the Principal, setting school policies, approval of budgets, setting campus-wide discipline policy, establishing graduation requirements, maintaining and supporting the vision of the school, annually review performance indicators of the school, annually review the “Elect-to-Work Agreement”, communicate with the local district, develop resolution-dispute processes, establish by-laws governing the selection of members and terms of office. The governing council will meet the legal requirements to act as the school site council. As such, the Governing Council will also coordinate the input from the school’s advisory committees. The chairperson will be selected by consensus or vote of the Governing Council. One of the functions of the Council will be to build leadership capacity among our parents, students and community so that they will be able to participate fully in the democratic process. This council will meet on a monthly basis.

Leadership Committees:

The following leadership committees will carry out the responsibilities of managing the day-to-day needs of the school as directed by the governing body and in accordance with the mission and vision statements. Each committee will be comprised of four teachers (one from each grade) and one parent representative. No teacher will be able to serve on more than two committees.

- 2) *Title One*: The Title One Committee will be primarily responsible for making sure that we meet all federal guidelines in relation to Title One laws. They will handle the distribution and collection of meal ticket applications. They will also provide the necessary information to the budgeting committee so they can include those figures in the school’s budgeting process.
- 3) *Budget*: This committee will be directed to create, implement, and have oversight over a budget that will help us meet our vision and mission statements. They will work with faculty, staff, students and parents to make sure that the needs of all stakeholders are being considered in making the budget.
- 4) *Education Resources*: This committee will manage the many different tangible resources that members of the school will use in the classroom and offices. This includes books, technology (computers, projectors, smartboards, etc.), office supplies, etc. They will assess the needs of the school, manage the functionality of all equipment, and advise the budget and governance committees in the acquisition of these resources.
- 5) *Community/Student services*: This committee will play a vital role in the maintenance of our vision and mission to function as a community school that will focus on the students as complete individuals. They will be the driving force behind efforts spearheaded by the governing council, community members, and principal.
- 6) *Professional Development*: This committee will assess the need for professional development based on faculty requests, data analysis, and community input. They will then research, develop, plan, and implement all PD sessions.
- 7) *Testing*: The testing committee will implement all district and state tests. They will consult with faculty and school leadership to create a testing environment that will ensure success for all students.
- 8) *Bilingual*: This committee will help assess and support all ELL students and make sure that the program is meeting all district, state, and federal guidelines in this area.

9) *Discipline*: This committee will work with faculty in consultation with the principal to deal with issues of student discipline. They will coordinate all levels of the progressive discipline plan.

Advisory Committees:

Composition—Committees **1** and **2** will have a minimum of nine members of which parents’ representatives will comprise at least 51%. Other members will include teachers, EL students, and community members (including parents of non-EL students).

1) Compensatory Education Advisory Committee (CEAC)-Committee will meet monthly with a minimum of eight meetings a year. The CEAC is responsible for assessment of educational needs, establishment of priorities, planning of the educational program and budget resources, and evaluation of the school and its academic effectiveness.

2) English Learner Advisory Committee (ELAC)- Committee will meet monthly with a minimum of eight meetings a year. The ELAC will advise and make recommendations on the following four (4) legally required topics:

a) Advise the Governing Council on the development of all academic programs, particularly those affecting English Learners.

b) Assist in the development of the school’s needs assessment, language census (R-30), and efforts to make parents aware of the importance of regular school attendance (EC 52176.c, 62002.5)

3) Parent and Community Advisory Council (PCAC) – Committee will meet at least monthly, but more frequently if needed. The purpose of this committee is to allow the parent and community members of the governance council to meet with their constituents (the other parents and community members) so that the parents and community at large will be able to get information from the governing council as well as voice their opinions on the operation of the school. The PCAC will have an advisory role, but their elected members on the governance council will directly represent their opinions.

iii. **Governing Council**: Composition—Principal, grade level rep teachers (4), parents (4), students (10th, 11th & 12th), community partner rep (1), one of the two co-lead teachers and at-large teachers (2) – 15 total members. All members would have equal voting rights. Length of term would be one school year. They would be chosen by election of the represented group.

11. School Leadership

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 ideal candidate, in addition to meeting the guidelines to be a principal in the LAUSD, (Masters Degree, Multicultural coursework, District Master Plan Requirements met) will be a dynamic and innovative instructional leader who shares the vision of establishing a successful pilot school, committed to social justice as an educational goal and committed to serve as ambassador to the community in which the school is located. The Principal must have the ability to work with a multitude of organizations and create meaningful partnerships for the school.

Our Principal will be required to have five years of successful public school certificated experience including three years experience as a teacher in a 9-12 public school program. Our candidate will also have at least a year of verifiable experience in an out-of-the-classroom leadership position such as a coordinator, instructional coach, etc or two years leading in a small learning community. Most importantly, however, a successful candidate for principal of our pilot school must be creative and have a genuine passion for developing students into individuals capable of pursuing social justice.

The principal will have experience with a collaborative teaching model and an understanding of the importance of allowing staff shared conference periods for that collaboration. He/she will also create support systems for that collaboration along with promoting school-wide professional development opportunities that explore the humanitas pedagogical strategies.

In addition, the successful candidate for principal will have the ability to develop identifiable student support structures and dovetail those structures with community support efforts as coordinated by the school's advisory committees.

Another important area of competence for the principal of our pilot school is data analysis and the implementation of data-based strategies for student improvement. The principal will work closely with testing staff to coordinate testing procedures and testing preparation support. He/she will closely monitor results and use results to assist staff in the analysis of test-prep strategies.

The principal's involvement in student assessment will help to ensure that all of our students meet or exceed proficiency in the identified academic content areas. He/she will demonstrate a thorough knowledge of the content standards identified by the State of California, the curriculum resources that will facilitate and aid in the teaching of these standards to the level of mastery for all students and most importantly how those standards apply to real life situations. Our principal will be expected to be conversant in the applications of standards to real life to the extent that he/she will be able to offer one-on-one explanations to students seeking to understand them. The principal will be the consummate role model for what it means to place the achievement of social justice as one of life's highest goals. To that end, the principal must be more than an administrator; he/she must be a guide for younger minds as well as a clear-eyed leader for the staff. This principal must be willing to stop at nothing to improve the effectiveness of all staff, certificated and otherwise and to assure a positive, safe learning environment for the students.

The principal selection process will take place within the prescribed district window with the posting of the job description. Our school will form a Principal hiring committee consisting of a one lead teacher, two additional teachers, one student, one parent, a representative from one of our partner organizations, and the Director of School Services from Local District 2. The committee will meet and develop a comprehensive set of questions that address the specific qualities of a pilot school principal.

The hiring committee will complete an initial paper screening of application packets after Certificated Assignments has verified that the individual meets the requirements. Each packet will be screened as yes/no/maybe. After reviewing individual ratings, a discussion will take place to narrow down the field of candidates and to commit to the interviewing of our top 3-5 candidates. Interviews will take

place in March and will be conducted by this committee. The committee will reach consensus on the final candidate to be offered the position after agreement has been reached with the local district. The final selection will then be submitted to the Superintendent for approval, at which time the candidate will be formally offered the position.

In accordance with the LAUSD Memorandum of Understanding for Pilot Schools, the principal will be evaluated and reviewed on an annual basis by our Governing School Council and his/her elect-to-work contract will be revised and reviewed annually as well. The principal serves at the pleasure of the Governing School Council.

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.*

In addition to the principal, responsibility for operating the school on a day-to-day basis will be shared by a strong leadership team in place. This team will consist of the two co-lead teachers, a teacher representative from each grade level and department heads. The focus of this team is to ensure that there is integration of curriculum both horizontally through each grade level and vertically across grade levels. In order for the Social Justice Humanitas Academy to be truly successful, curriculum must be interdisciplinary. This means that each grade must have a lead teacher that will support the efforts of the teachers from all disciplines in that grade level. The leadership team will work closely with our community partners to ensure that quality intervention programs are provided for the students. They will work with the principal to develop professional development activities and to develop a professional development calendar for the school. They will meet with grade level teams on a weekly basis during common planning time to ensure that the intended curriculum is delivered to the students.

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 principal will be evaluated by teachers continuously every year. Teachers will hold the principal accountable for following through with the responsibilities set forth in the job description specified above. In addition, the principal will be evaluated by the Governing Council. The Council will give direct feedback to the principal; as with the teacher evaluation process, it will praise as well as criticize constructively. There will be a teacher and parent generated evaluation form for the principal and teachers to complete every year. Student evaluation will take place every year concerning the principal and teachers. The evaluation will be an anonymous survey given to students. It will consist of short answers regarding what is effective and what isn't as well as a scale from 1 to 10 on specific issues categories one. A Self-evaluation will also be required from the principal.

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.*

Academic Staffing Needs	Non-Academic Staffing Needs
<ul style="list-style-type: none"> - English Teachers (4) - Math Teachers (3) - Social Studies Teachers (3) - Science Teachers (3) - Art Teachers (3) - Physical Education Teachers (2) - Foreign Language Teachers (2) - Inclusion Specialists (2) 	<ul style="list-style-type: none"> - Big School Principal (shared) Operations - Small School Principal/Dean (1) Instruction, etc. - Lead Teacher (1) - SAA (1) - Counselor (1) - Librarian (shared) - Nurse (shared) - Psychologist (shared) - Plant manager (shared) - Coaches (shared)

Our school will open with grades 9-12; therefore, we will start with all of our teachers and their collaborative teams in place. However, we will revisit our staffing and budget every semester as part of a continual effort to lower class sizes and teacher-student load.

Utilizing shared out-of classroom positions and leadership committees for school operation allows our staffing model to keep the majority of staff in the classroom. This will lower class size and provide more personalized support where needed. All members of the teaching staff are in interdisciplinary grade level teams and disciplinary teams who meet regularly and create interdisciplinary units. This collaboration is necessary to enable students to assimilate what they are learning and apply it to all classes, as well as to their own lives. By collaborating on curriculum in teams, we are able to create lesson plans driven by shared enduring understandings and based on California standards across disciplines. Interdisciplinary units provide students with opportunities to access content from multiple perspectives and through multiple modalities. Lessons based on enduring understandings that provide real-world connections and have authentic assessments produce independent and creative thinkers.

The goal is for every child at SJHA to have equal access to a rigorous and relevant education rooted in high expectations, coupled with the support to reach those expectations.

Teachers will support our English learner students in meeting the high expectations of the SJHA by organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency. Teachers will build on student experiences, cultures, and languages by building personal relationships with them and their families. Teachers will explicitly teach, model, and provide guided practice in a variety of strategies, including think-alouds, cognitive strategies, and meta-cognitive reflections. Teachers will employ heterogeneous grouping and create language-rich classroom environments. English learners will benefit from an increased focus on using background knowledge to build academic proficiency and project-based learning to increase oral language proficiency.

Our Resource Specialist will work with general education teachers to implement strategies that ensure effective methods to reach students with learning challenges. Some strategies include co-teaching, small group instruction, co-planning, and individualized pre/re-teaching of concepts across disciplines in order to build prior knowledge and reinforce learning, respectively. This creates an environment by which students with processing difficulties, deficits in attention and memory, etc. can be active participants during classroom instruction. The Resource Specialist will ensure that all teachers are aware of and are

using accommodations detailed in the student's IEP. This is necessary to provide what is needed for students to be on par with their peers.

A. 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.*

Criteria for Selecting Teachers

The vision and goals of the Social Justice Humanitas Academy are based on the philosophy that all students can learn and will thrive if provided with quality instruction and the appropriate support. Our teachers must share this philosophy and be willing to do the work necessary to achieve the goal of preparing each student at the school (including English Language Learners and students in special education) for college, career, and life. This "work" is the basis of our criteria for selecting teachers and is as follows: applicants selected to teach at the Social Justice Humanitas Academy will:

- demonstrate mastery of their discipline content (with single-subject credential), and a familiarity with content standards.
- be willing to collaborate with colleagues to develop, implement, and regularly evaluate the success of standards-based, backwards-planned, and responsive curricula and instructional strategies.
- have or are willing to develop a reflective practice in which they take responsibility for the learning of his/her students.
- be willing to work in a full inclusion environment, and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged (through in-class differentiation and facilitating a learning lab).
- be comfortable with project-based learning both for formative and summative assessments.
- demonstrate experience with or interest in learning Understanding by Design curriculum development, SDAIE, differentiation, and thinking maps.
- be eager to actively engage students, their parents, and the community in the learning process.
- demonstrate an interest in engaging with students beyond the core curricula through participation in an everyday advisory class
- be willing to sign an elect-to-work agreement that requires additional time, collaboration and commitments than specified in the UTLA contract.

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select our teachers. Thus, we will recruit applicants through posting on the LAUSD website, asking for recommendations from our contacts in teacher education programs at universities such as CSUN, and outreaching to known current and former quality teachers with LAUSD. The hiring team for teachers will include the teachers who will work with the teacher (grade-alike team), a student representative, a parent representative, and the principal. The process will entail a review of submitted resumes, a reference check on selected resumes, then an interview and sample lesson for those with selected resumes and positive reference checks. The hiring team will review the above referenced criteria prior to commencing the hiring process and will use the language of the criteria when discussing the qualifications and appropriateness of the applicant for the position.

B. 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.*

Staffing autonomy provides the SJHA freedom to be more responsive to the needs of our students, which will promote an optimal learning-centered culture. We seek staffing autonomy to recruit and retain a staff that will make manifest our mission and vision statement. Pilot autonomy will allow us to use per-pupil funding to maximize the number of in-classroom staff, which will lower class sizes and

teacher-student loads. Furthermore, we seek this autonomy to increase accountability and fidelity to our mission and vision through the ability to excess teachers and staff who do not meet the criteria of the SJHA mission and vision. We will require teachers to perform additional duties in order to meet the needs of our students as per the elect to work agreement. Additional duties will include:

- The workday for SJHA teachers will begin one half hour before the start of school. In addition, teachers must stay after school an average of 2.5 hours per week. Half of this before- and after-school time must be devoted to conferencing, mentoring, or tutoring students.
- Teachers are expected to attend a paid professional development the last five days of summer vacation.
- Teachers are expected to attend all professional development sessions throughout the year.
- All teachers at SJHA are expected to be National Board Certified or to have started the process by their fifth year at SJHA
- Teachers are expected to track the academic and course work progress of, and establish rapport with, their advisory students
- Professional development time is to be used on curriculum planning and revision, reflection on student progress, review of assessments, and analysis of teaching strategies.
- All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams.
- Teachers are expected to acknowledge and support the school's social justice focus in their curriculum and teaching methods.
- Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students, parents, community members, and fellow faculty members.
- Teachers are expected to attend four community events a year.
- Teachers are expected to attend a minimum of one 8th grade recruitment fair.
- Teachers are expected to be responsible for one extra-curricular activity, school promotional event, or club each semester.
- All teachers must attend all student-led conferencing events
- Teachers are expected to be involved in one standing committee, ad hoc committee, or program during the year.
- Teachers may be asked to monitor red flag interventions on a rotating basis, before or after school for one 60-minute period a week.
- Additional supplemental hours and tasks necessary to complete the mission of Social Justice Humanitas Academy may be assigned by the administration and or the governing council as needed.
- All teachers are expected to participate in the WASC process.
- As a small pilot school, teachers recognize that all teachers need to share in distributive leadership.

Faculty members of Social Justice Humanitas Academy (SJHA) are expected to put students' needs first at all times. When planning the curriculum, teachers must work creatively to meet the diverse learning styles and needs of our student population. Teachers are expected to use project-based, constructive learning whenever possible in their curriculum. In order to do this, teachers must teach, plan, and reflect collaboratively. Interdisciplinary lessons and curriculum will be developed by grade-level teaching teams, which will include grade-level team teachers as well as other content specific teachers. SJHA aims to have interdisciplinary curriculum, therefore teachers will collaborate in horizontal, grade-level teams to develop standards-based interdisciplinary and integrated curriculum. Teachers will also collaborate in vertical, subject-alike teams to create a coherent approach to skill building. In order to plan and implement this kind of curriculum, teachers must meet with their interdisciplinary teaching teams in order to assess students' needs, reflect on student work, and revise and develop curriculum.

[See attachment: Elect to Work Agreement]

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.*

The Teacher Effectiveness Task Force recommends an evaluation process that includes multiple measures of effectiveness. As per the Teacher Effectiveness Task Force recommendations, we will use a multifaceted approach to teacher evaluation involving principal evaluations, peer-teacher evaluations, and student and parent evaluations. We already employ a steering committee made up of students who evaluate their teachers and provide feedback. It is important for students to voice their opinion regarding their schooling and the student steering committee will allow the students to take an active part in shaping the quality of their education. We will also make the evaluated teacher's self-evaluation part of the evaluation process. During the first month of the school year, each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals can be chosen from the California Teaching Standards. The Teacher Effectiveness Task Force recommends "a major portion of the observation/assessment of teacher practice should remain the responsibility of the administrator," but our SJHA pilot model maintains that teacher effectiveness will be assessed by the governing council. Each teacher will then meet with the governing council for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the members of the governing council. A post observation meeting between the teacher and members of the governing council will follow the formal observation. Each semester, students and parents will fill out an evaluation form for each teacher.

All teachers will receive frequent formal and informal evaluations throughout the school year. All teachers will be observed and formally evaluated by the governing board. The governing board will fill out a classroom observation form in which they will analyze whether the teacher's focus aligns with the school's vision and mission. The evaluation process will be linked to the professional development program of the school.

The Social Justice Humanitas Academy fully endorses the Teacher Effectiveness Task Force's recommendation that professional development must be tied to feedback from evaluations. Evaluations will function as formative assessments of teacher performance and should be used to inform professional development needs, peer support needs, and to identify strengths that can be shared with peers through professional development. Struggling teachers will be supported not only through professional development, but by a peer-teacher support plan that draws upon the strengths of our own expert teachers in strengthening the skills of our struggling teachers to meet the goal of creating a school worthy of our own children.

The Social Justice Humanitas Academy supports the Teacher Effectiveness Task Force's recommendation that evaluations "should have real ramifications" and will use the Pilot staffing autonomy to increase accountability and move forward the teaching profession. In the event that a teacher receives a final evaluation reflecting performance that failed to meet the criteria of the Social Justice Humanitas Academy mission and vision after receiving appropriate professional development and peer-teacher support, that teacher could be Involuntarily Excessed by the governing board in accordance with the Social Justice Humanitas Academy Elect to Work Agreement.

The Teacher Effectiveness Task Force Report identifies a need to "increase the number of rating categories (gradations) available" in the evaluation process "to allow for the identification of exemplary teachers and those needing guidance and support." In creating our teacher evaluation forms, the Social Justice Humanitas Academy will consider this recommendation and will provide categories that accurately and appropriately identify our teachers' instructional strengths and areas of need. We recognize that evaluations should serve a developmental focus that will ultimately lead to improved teaching and learning. An evaluation should provide a teacher with detailed information that creates an awareness of areas in which he/she can grow as a professional and continue to meet the diverse need of our students.

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.*

The Social Justice Humanitas Academy has focused on a vision to teach to the whole student and to increase their social capital and humanity. This vision will guide us in the implementation of the transparent budgeting process as defined by the pilot school per-pupil funding model. With this vision, we will focus our budget on the classroom. By empowering all stakeholders, by creating an academically rigorous, relevant, and safe learning environment for all students, and by offering a holistic and collaborative instructional program, we will provide the community with the school they deserve and the school they want, which will, in turn, allow us to maintain a large student population and the full allowance of our per-pupil budget.

We will continue to use the resources that we have used in the operation of our current academy to meet our needs in areas such as professional development, supplemental resources, and extracurricular activities. During the ten year history of the Humanitas Academy, we have partnered with Academy of Motion Picture Arts and Sciences to bring students to view films and work in teams on analyzing stereotypes in film. Senior students have attended several events with TownHall Los Angeles where they had lunch with Governor Arnold Schwarzenegger, former U.S. Secretary of Education Margret Spellings, State Secretary of Education Jack O'Connell, former CEO of LADWP David Nahai, and former Bank of America Ken Lewis. Humanitas students regularly attend field trips to the Getty Museum and the Los Angeles County Museum of Art. 11th grade students regularly attend annual events at the Japanese History Museum to experience Japanese culture and to meet with Japanese World War II veterans. All of these activities were provided without financial cost to the Humanitas Academy. Community partners such as Los Angeles Educational Partnership will continue to provide professional development opportunities without adding additional cost to our budget. Accordingly, we have planned on the contingency of not receiving categorical funding during the first part of our first year.

For this reason, the creation of our budget will focus on filling the classrooms with teachers that are the most qualified and who are focused on helping the school to meet the goals set by the vision and mission statements. We will be able to maintain focus on our mission and vision statements with this limited budget because the teachers that we hire will take on the responsibilities normally filled by out-of-classroom personnel. Our hiring process will focus on finding teachers whose expertise and ability will eliminate the need for other positions such as testing coordinator, Title One coordinator, and college counselor. Teachers who agree to work under the elect-to-work agreement will be part of the solution to maintaining budget viability because we will rely on the collective expertise of our staff as a source for professional development. These teachers will bring expertise to the group that they can transfer into PD opportunities; additionally, this expertise can be augmented through professional development opportunities that teachers find through separate funding. In the past, this separate funding came through free professional development in teaching Economics through the Foundation for Teaching Economics or getting an AP Summer Institute Fellows grant. An example of turning this expertise into self-guided professional development when current Humanitas teachers attended an overnight retreat running and participating in professional development sessions on interactive notebooks, Shared Inquiry, reading assessment and instruction, creating a cooperative and tolerant classroom environment, Understanding by Design, using art to show point of view, and giving support to special education students. The financial cost of this retreat was covered entirely by Los Angeles Education Partnership. During the current school year, teachers have conducted professional development on getting grants through Donors Choose and successful academic intervention.

Regardless of the challenges of working with a per-pupil budget and initially not having extensive categorical funding, the community school model that we will implement does not rely solely on the district-provided funding through the per-pupil transparent budgeting process. We will present the community at large with an opportunity to invest their time and treasure that will bring them a great return for that investment. They will be given the opportunity to help provide social justice as an incentive for

donors sacrificing their resources.

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.*

As we develop the plan for this pilot model community school, we will take a three-pronged approach to securing additional funding outside of the per-pupil budget and categorical funding from the District and federal funding. First, as a community school, we will rely on the community to provide many of the resources that we find are necessary to support our vision of developing the complete individual. Through continuing and newly developed relationships with our community partners—examples being Bienvenidos Children Center (or a similar healthcare provider), Los Angeles Education Partnership, Facing History and Ourselves, Youth Speak Collective, Youthink, 826 LA, and Project Grad Los Angeles—SJHA students will be provided with resources such as medical and vision care and opportunities for educational enrichment, college preparation, and community involvement. Many of our community partners will also work with the school governance to provide professional development for the faculty and staff of SJHA. All of these programs will be funded by these community partners and will fall outside of the per-pupil funding provided by the district.

Second, SJHA teachers will seek out and apply for grants to subsidize programs, resources, field trips, and opportunities for all parts of the school. Current staff members have already had many resources such as books, technology, and field trips funded through grant acquisition receiving grants from donors such as TARGET field trip grant, Academy of American Motion Pictures Arts and Sciences Grant, Facing History and Ourselves, and DonorsChoose. For example, current Humanitas Academy students are using books funded through Donors Choose for enrichment in Economics, American Government, and English classes. The grant-seeking process will simply be expanded to include more items across all subjects and school needs through the development of a grant-writing committee. The only change we would be making from our current search for funding is that our budget committee will be able to give us a greater focus to direct our search towards specific areas that are not going to be sufficiently covered by other funding. We would also look into the possibility of using our budget autonomy to hire for a grant-writing position assuming that the financial cost will be justified by the financial benefits.

Finally, SJHA will develop a donor base of private individuals who will contribute to the financial stability of the program. Current Humanitas Academy teachers have begun creating relationships with private individuals who have expressed interest in being involved with our program. These relationships will be further developed into both a source of direct donations and in the creation of fundraising events—ones that will incentivize donations from community members—to seek out financial support from the larger Los Angeles community. As it is our vision to create a school that would be worthy of our own children, it is one supported support in the community already, and that but will gain wider support as we move into this new model with increased autonomy.

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.*

Per our vision, we are looking to create a school that will develop the complete individual, which means our priorities, including, our budget priorities, will focus on what happens in the classroom. As such, we will use our autonomy to eliminate out-of-classroom positions and instead be picked up by teachers as part of the elect-to-work agreement. For example, instead of hiring a testing coordinator, a small group of teachers will take up this responsibility, which eliminates the need for this position in our budget. More importantly, it benefits the students because teachers who know the students and who have a vested interest in testing outcomes create the ideal testing environment for our students. Similarly, our community school model will allow us to use existing community resources, instead of our own budget, to meet students' physical and mental health needs; instead funding will be directed into the classroom. Additionally, a team of teachers will administer the spending of categorical funding instead of an out-of-

classroom staff member, bringing the decision-making process around funding closer to the classroom. In order to find the most effective team members to carry out these vital tasks, we will not focus on finding teachers whose limited experience meets our budgetary means, but instead will find the teachers who are most able to help this school meet the standards outlined in our mission and vision statements.

The first year of our program will focus on maximizing the one-time start-up funds and per-pupil budget. We will, as stated, continue to capitalize on the existing relationships that we have with community partners to carry out the vital tasks of a community school despite the possibility of limited budget options. When actual budget items are created it will be in consultation with our budgeting committee and with all stakeholders to make sure we are fulfilling the goals of our vision and mission of being a true community school. During this first year we will also look to acquire all government-provided funds including Title One funding.

In subsequent years, the overall budget will be revised based on the change in per-pupil funding, total anticipated enrollment, categorical funding, analysis of student data, and additional funding as described in section b. The budget committee will deal with necessary increases or cuts focusing on the stated vision and mission of a student-centered school – using additional funds to increase the quality of instruction and services to our students or making cuts that will have as limited of an impact on the classroom as possible. Increases and cuts in specific areas will always be guided by relevant data so that budgets are always focused on improving areas of weakness. This very vision-focused budgetary process would not be possible without having the autonomy to have decisions made at the school level.

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

The fact that we will be a community school will open our doors to not only the families of our community but also the resources of our community. We will create an environment where the school becomes a shared resource whose financial stability will be a shared responsibility. For example, part of our mission is to open a medical clinic on campus; this clinic would be open to the entire community, not just students and their families. For this reason, all stakeholders will have buy-in that will encourage their participation in the budgeting process. During the creation of the budget, we will focus on two major goals: transparency and meeting the vision and mission statements.

First, we will make the budget process as transparent as possible to make sure all stakeholders know how all parts of the budget are being used. As a true community school, the resources we use will truly belong to the community, and they would have a right to see how these resources are being used. All stakeholders will have a direct voice in this process through their voting role on the governing council – this would include parents, students, and other community members. We will implement a specific process that allows all stakeholders to have a voice in the process. There will be a community partner representative and a parent representative on the school level budget committee and all budget committee meetings will be publicized and open to all stakeholders. During the course of the school year, and as we begin to re-examine the budget for the subsequent school year, community meetings will be held to gain input from the community on all aspects of the school and specifically, the use of funding.

Second, all budget items will be scrutinized to make sure that they are focused on meeting a specific aspect of our vision and/or mission statements. Budget proposals and requests will be evaluated by members of the budget committee using a rubric to make sure that funds are meeting this requirement. We want to make sure that, when stakeholders inquire into the use of what is really their money, we can speak to the validity of our shared decisions around resources that are extremely scarce.

Budget creation and evaluation will be an on-going process. The budget for the 2011-2012 school year will be set according to district mandates. As the year proceeds, the budget will be re-evaluated on a monthly basis in regards to anticipated ADA funding, categorical funding, student data analysis, and additional funding from private sources.

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 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.*

Year One:

The Social Justice Humanitas Academy will be a continuance of many of the programs established over the ten-year history of the Humanitas Academy at Sylmar High School. Therefore, the foundation of our curricula, school culture, assessment, professional development, and special education plans will be fully implemented from day one along with the foundation of the new governance and leadership structure and the elect-to-work agreement.

The foundation of our curricular program lies in the interdisciplinary units that we create based on Wiggins and McTighe's *Understanding by Design*. Current Humanitas Academy teachers have already developed a number of these units across the core subjects of history, art, and English. As we have expanded our Small Learning Community this year to include other subjects like math, science, and foreign language, we have already begun the process of including these subjects in our existing interdisciplinary units.

We have successfully established an environment of academic achievement through an intervention program based on high expectations, authentic assessments, accountability, celebration of success, and personalization. Students in our program already understand that university admission and attendance are not only realities and expected for them, but they are priorities for our program. Students are also aware that there are many levels of accountability, from their teachers and counselors to their student mentors. Further, they know that the same people who hold them accountable will offer them praise when they are successful and that they are given opportunities to demonstrate that success through authentic formative and summative assessments including interdisciplinary essays. This same academic culture will be put into place on day one at the new school as we use our pilot school autonomics community school model to create an increasingly personalized educational environment.

Current Humanitas teachers already participate in and run our own professional development. With the increased autonomy we would like to have through the pilot model, we would be able to more effectively direct this PD towards the vision and mission set for our school to meet the instructional needs of our smaller teaching staff and our specific community of students. The Social Justice Humanitas Academy bell schedule has many opportunities for professional development built in. Friday's shortened day will allow teachers and staff to come together, debrief the week, prepare for the coming week, and take part in professional development activities. Within the first three weeks of the Fall Semester, the Professional Development Committee will begin outlining specific content for professional development for the remainder of the school year. However, prior to the beginning of school, in August and September, Humanitas staff will begin professional development meetings in grade level teams to prepare integrated units for the upcoming year. Full rollout of some of the extended professional development opportunities offered by our partners, LAEP and Facing History and Ourselves, will begin in the first year but will increase and expand from years two through five.

The Humanitas Academy currently has a full-time special education teacher, Mr. Pablo Olivares, who deals solely with Humanitas Academy students. Mr. Olivares not only prepares and implements Individualized Education Plans, but he also gives extra guidance and instruction to all special education students during class time and in one-on-one pullout sessions. In addition, he communicates with classroom teachers to make sure all special education students are having their needs met in their general education classes. Mr. Olivares is part of our design team and will bring this already functioning program to the new Social Justice Humanitas Academy.

Finally, as a new pilot school, we will implement the new governance structure as defined by the governance section of our proposal. Before day one we will have met with our community on multiple occasions, elected a governing council, assigned teachers and community members to school level

committees, and began working with our community partners.

Full Scope:

Although we are bringing a program to Valley Region High School #5 that has been in existence for ten years, there are many other opportunities that we would be implementing over the first five years of our existence by using the autonomies granted to us through pilot status. By the end of the first five years, we will have fully implemented more comprehensive plans for curriculum, community involvement, school culture, assessment, and governance.

We will be able to expand our curriculum into full interdisciplinary units because our students will all be part of one program as opposed to having teachers in different small learning communities under the current comprehensive school model. We will be able to provide increase the scope of our interdisciplinary planning as our faculty size increases with a larger budget after the first year. We will also be able to include contributions from community partners as part of this curriculum, which will be the heart of what we will add over the course of the first five years in the full implementation of our vision and mission to be a community school. This contribution will include guest speakers, lessons in their areas of expertise, and field trips that they fund or provide.

This “purity of classes” will also let us fully develop our college-going school culture. During the first five years, we will have our first group of students whose entire high school education will be from the Social Justice Humanitas Academy. This first group will give us the opportunity to fully implement our mission to get students to and through college. They will be connected to former Social Justice Humanitas Academy students who are attending universities to allow them to continue their peer mentor relationships. The focus of our vision and mission is to create students who will have the social capital to enter their communities and have a positive impact. We feel that we will all aspects of this vision and mission fully implemented within the first five years. However, having the autonomy granted to us as a pilot school will give us the flexibility to adjust individual aspects of this plan in a timely manner to ensure that we are directed to that vision.

Timeline: Appendix G

b. Waivers: N/A

Unit Content Standards

World History, Grade 10

10.6 Students Analyze the effects of the First World War

10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians

10.7 Students analyze the rise of totalitarian governments after World War I.

10.7.3 Analyze the rise , aggression, and human costs of totalitarian regimes (Fascists and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits

10.8 Students analyze the causes and consequences of World War II.

10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact 1939

10.8.2 Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

10.8.3 Describe political, diplomatic, and military leaders during the war (e.g. Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower)

10.8.4 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

Visual Arts, Grade 10

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design

2.4 Refine observational drawing skills

5.2 Create a work of art that communicates a universal theme taken from literature or history.

Enduring Understandings

- History has many voices, colors, & genders. As many of these voices as possible need to be sought out if one is to gain a true understanding.
- History is often a version of the truth, not “the Truth”
- Injustice towards one is an injustice towards all, therefore injustice towards anyone cannot be tolerated
- We are our brothers’ keeper
- Turning your back on someone in need makes you a silent partner of the perpetrator
- Apathy is as dangerous as hate
- The will of the majority must always be questioned
- Emotions can be expressed and or explored through art
- Empathy allows an individual to understand history, not just judge history.
- History can repeat itself
- The capacity to do good and evil lays in every one, we choose which will guide our actions

Essential Questions

- What is the role of the individual in society?
- What is your responsibility towards your neighbor?
- What makes people do evil deeds?
- Why do we need someone to blame?
- If you see something wrong happen do you have a responsibility to do something?
- If everyone was not involved, why didn’t someone stop it?
- Could the Holocaust happen again?
- What are the consequences of being a bystander, or choosing to act?
- Can I make a difference?

Topical Understandings

- The Treaty of Versailles after WWI, its’ harsh treatment of Germany, and widespread disillusionment with pre war institutions contributed to the rise of a totalitarian governments in Germany and other parts of the world.
- Totalitarian governments use similar tactics, strategies, and weapons to gain control. These include propaganda, police terror, scapegoats, censorship, and religious persecution
- Hitler rose from a corporal in the German army to leader of Nazi Germany by use of propaganda, police terror, scapegoats, censorship, and religious persecution
- Totalitarian governments exploit the existing fears of the masses and target a minority group as scapegoats
- Appeasement of a totalitarian dictator enables and facilitates their actions.
- The majority of Germans were not Nazis.
- The Holocaust was not random act of violence but a systematic, well-planned attempt at genocide.
- Jewish civilians were not the only targets of Hitler’s hatred
- The conditions of the Nazi death camps were inhumane.
- Survival of such horrible conditions requires a great inner strength.
- The victims of the holocaust did not go like “lambs to the slaughter,” there was resistance

- Despite the unthinkable conditions of the concentration camps, many victims did not lose faith in God or humanity.

Topical Questions

- What were the terms of the Treaty of Versailles?
- How did German feel about the Treaty of Versailles?
- What was the economic, political, and social climate of Europe after WWI?
- How did Hitler and other totalitarian dictators use propaganda, police terror, scapegoats, censorship, and religious persecution to gain and maintain control of people?
- Which of the preceding tactics do you fell was/is most effective?
- What makes propaganda, propaganda?
- What were the existing fears of the German people and whom did Hitler blame for the state of affairs in Germany?
- What is the timeline of Hitler's conquests?
- What events led up to the Final Solution?
- How was the Final Solution carried out and by whom?
- Who were the victims of the Nazis' hate?
- Who were Nazis' and if they were not the majority why didn't anybody stop them?
- What was the process of the Final Solution?
- What were the conditions of the concentration camps?
- Why did so many of the victims in the concentration camps not lose hope?
- Where were the concentration camps located?
- Where did the resistance to the Nazis take place?

Knowledge and Skills Chart

Knowledge and Skill students will attain by the end of the unit

Students will know:	As a result, the students will be able to:
Key vocabulary terms	<ul style="list-style-type: none"> ▪ Determine the meaning of words ▪ Create visual representations of vocabulary terms
The major players in the construction of the Treaty of Versailles and what their goals were.	<ul style="list-style-type: none"> ▪ Extract information from primary sources ▪ Understand the cause and effect relationships of that information ▪ Determine motive
The terms of the Treaty of Versailles and the responses of the countries involved	Extract information from a primary source and understand the cause and effect relationships of that information
The conditions of the post war world	<ul style="list-style-type: none"> ▪ Compare and contrast the conditions of various countries after WWI ▪ Analyze the reasons the countries of the Central Power were in the state they were in and the Allies in the state they were in
Hitler's rise to power and the policy of appeasement	<ul style="list-style-type: none"> ▪ Understand cause and effect relationships between Hitler's ideologies and the needs (both real and felt) of the German people (re-establish self pride) ▪ Identify the events that transpired in Europe that made Hitler and his beliefs appealing to the German people ▪ Understand the chronology of Hitler's rise to power ▪ Identify turning point in history ▪ Empathize and understand the "mob mentality"
The weapons and tactics used by totalitarian dictators to gain and maintain control	<ul style="list-style-type: none"> ▪ Compare and contrast dictators of the 20th century ▪ Create and utilize graphic organizers ▪ Identify each of the weapons of totalitarian dictators throughout history ▪ Understand the reasoning and effects of each of these weapons
Where the concentration camps were located and which were designated death camps.	Create a map with corresponding color coded key
Art was used by the Nazis as propaganda and by the Jews as a means of expression and coping	<ul style="list-style-type: none"> ▪ Identify the properties of propaganda ▪ Determine sources of propaganda ▪ Create art that expresses their feelings about the subject matter
What the conditions in the camps were like	<ul style="list-style-type: none"> ▪ Describe the conditions of the camps ▪ Empathize with the victims of the Holocaust
The Holocaust Victims feelings about liberation	<ul style="list-style-type: none"> ▪ Empathize with the victims of the Holocaust

Evidence of Understanding

- ◆ Definitions and visual representations of the unit vocabulary words*
- ◆ Poster of a vocabulary term for word wall
- ◆ Cornell notes*
- ◆ KWL chart for Hitler and the Holocaust*
- ◆ Summary of the terms of the Treaty of Versailles*
- ◆ Graphic organizer designed to look like the heads of the Big Four explaining what they wanted at the Paris Peace Conference*
- ◆ Written and Oral response to Primary source, *German Inflation**
- ◆ Round Table discussion of the various opinions in the Weimar republic at the time of the 1932 election (GRASPS)
- ◆ Written physical description of their character (GRASPS)*
- ◆ Write a letter to a friend outside Germany explaining why the ideas of your political party's candidate are appealing (GRASPS)*
- ◆ A paragraph explaining their characters reasoning for their election decision (GRASPS)*
- ◆ Written response to reading comprehension questions (textbook reading, *Fascists Dictators*)*
- ◆ Written response to questions from the Video: *Tyrants* and participation in a discussion about the video*
- ◆ Participation in an interactive slide lecture-acting out situations portrayed in the slide
- ◆ Participation in an activity called "crossing the line"
- ◆ Graphic Organizer of Weapons of a Totalitarian Dictator*
- ◆ One paragraph summary of the Nuremberg laws*
- ◆ Map with color key of Europe and Death Camps identifying the countries where the concentration camps were located and the origins of the victims.*
- ◆ Timeline of the Nazi persecution of religious and racial groups*
- ◆ A sensory character to explore what the 5 senses experienced in the camps*
- ◆ Two point perspective drawing
- ◆ Interview of boy in the street of the Warsaw ghetto (from photo)*
- ◆ Discussion based on *The Hangman* Video
- ◆ An annotated propaganda poster expressing the Nazi point of view
- ◆ First person journal from the victim of the Holocaust POV describing their feeling about their captures and conditions*
- ◆ First person journal from the Nazi POV*
- ◆ First person journal entry from a victim of the holocaust about liberation after reading the poem *Black Messiah**
- ◆ Poem written expressing the emotions found in *Black Messiah*
- ◆ A Socratic seminar with the essential questions as a focus
- ◆ A "Wanted Poster" and "Commemorative Plaque" for both Stalin and Hitler

Assessment Tasks

Quizzes

Weekly quizzes: Vocabulary, Weapons of Totalitarian Dictator, map quiz, Description of events from *Hitler's Rise to Power timeline*

Exam

An objective exam consisting of multiple choice questions, short written response questions, and a map of Europe and the Death Camps

Classroom Discussions

- ◆ A Socratic seminar with the essential questions as a focus
- ◆ Discussion of Nazi propaganda and Art
- ◆ Interactive slide lecture. We will view slides of the holocaust and discuss what these primary sources are saying

Written Assignments

- ◆ Cornell notes
- ◆ A KWL Chart for Hitler and the Holocaust
- ◆ Written summary of the terms of the Treaty of Versailles
- ◆ Written physical description of their character (GRASPS)
- ◆ A paragraph explaining their characters reasoning for their election decision (GRASPS)
- ◆ Timeline of the Nazi persecution of religious and racial groups
- ◆ Write a letter to a friend outside Germany explaining why the ideas of your political party's candidate are appealing (GRASPS)
- ◆ Graphic Organizer of Weapons of a Totalitarian Dictator
- ◆ Written responses to *Video: Tyrants of the 20th century*
- ◆ One paragraph summary of the Nuremberg laws
- ◆ An annotated propaganda poster expressing the Nazi point of view*
- ◆ First person journal from the Nazi POV
- ◆ First person journal entry from a victim of the holocaust about liberation after reading the poem *Black Messiah*

Oral assignments

- ◆ Round Table discussion of the various opinions in the Weimar republic at the time of the 1932 election (GRASPS)
- ◆ Presentation of Interview of boy in the street of the Warsaw ghetto.*

Performance Projects

- ◆ Definitions and visual representations of the unit vocabulary words
- ◆ Poster of a vocabulary term for word wall
- ◆ Graphic organizer (Heads) displaying of the Big Four and what they wanted at the Paris Peace Conference
- ◆ Participation in an activity called "crossing the line"
- ◆ Map with color key of Europe and Death Camps identifying the countries where the concentration camps were located and the origins of the victims.
- ◆ A sensory character to explore what the 5 senses experienced in the camps
- ◆ Two point perspective drawing
- ◆ Interview of boy in the street of the Warsaw ghetto (from photo)*
- ◆ An annotated propaganda poster expressing the Nazi point of view*
- ◆ First person journal from the victim of the Holocaust POV describing their feeling about their captures and conditions
- ◆ A "Wanted Poster" and "Commemorative Plaque" for both Stalin and Hitler
- ◆ Presentation of "Wanted Poster" and "Commemorative Plaques"
- ◆ Student's interactive portfolio notebook

GRASPS Performance Task

Goal

To effectively argue your characters' point of view of the upcoming election during a dinner party

Role

You and your team (groups of 4) are one of seven German citizens during the 1932 elections

Audience

Other German citizens

Situation

After graduating from High School you and your friends went your separate ways. Ten years have passed and you have all come back for your high school reunion. Everyone is happy to see one another but the topic of conversation is not the "Good old days", it's the political climate in Germany. Like the rest of the world Germany is in an economic depression unlike any other in history. Germans are getting desperate and hoping that the up coming election will provide a leader that can pull Germany out of its current situation. All of you at this reunion dinner feel that your party's candidate can change Germany's fortune, but you need to convince as many people as you can to vote for him. Your future, your family's future, and the future of your country depend on the right person getting elected.

Products of performance

As a member of this dinner discussion group you will have to write a physical description of yourself, including a drawing. Below the description of yourself you will write a one paragraph statement explaining which political party appeals to you and why. Because this election is the center of your life you want to share the information with your friend in the United States, therefore you will write your friend a letter. This letter will explain what the situation is like in Germany, why your party appeals to you, and what you think your party's candidate will do about the situation. Lastly you are responsible for trying to convince everyone else at the dinner party that they need to vote for your candidate.

Standards for Success

Physical description guidelines are as follows:

- This physical description will be done in your notebook
- Physical description will include a detailed drawing of your character, with symbols that represent their stance (i.e. a worker may be holding a tool)
- Drawing will be neat and in color
- Drawing will reflect effort and thoughtfulness

Character Explanation Paragraph

- Paragraph will be written in the first person
- Paragraph will explain who you are and why you have the political stance you have

Letter to you friend in the United States will be formatted like a letter

Letter will have the following:

- Be addressed to your friend
- Have a greeting remark
- Explain the situation in Germany at the time of the 1932 election
- State your perspective on the different candidates
- Explain why you think your political party and its candidate are the best for Germany
- A closing remark
- A signature

Discussion at the dinner party

Each member of a character team will:

- Know their characters' point of view
- Will speak in the first person
- Will present a convincing argument with both facts and emotion
- Each member of the group will participate

Humanitas 11th Grade
Progressivism
 5 weeks (estimated)

Art	U.S. History	English
<p>1.0 <i>Students process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art and events. They also use the visual arts vocabulary to express their observations.</i></p> <p>2.0 <i>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks</i></p> <p>2.6 <i>Create a two-dimensional artwork that addresses a social issue.</i></p> <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> We are all immigrants with our own personal beliefs and cultural traditions. Empathy for others that are different from us. There are many worlds to our nation. <p><u>Essential questions</u></p> <ul style="list-style-type: none"> What is more important the group or the individual? What is the composition of our one nation? <p><u>Unit Summary</u></p> <p>Students fill out an <i>Ancestor's History Questionnaire</i>. Students work on quilt plans to create their own personal heritage quilt square. These squares are combined to create a large quilt showing the different cultures that exist in America. Students study the rise of skyscraper architecture because of the growing population and the industry of iron versus steel. Students will create 2 or 3 point perspective drawing of</p>	<p>11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and the massive immigration from Southern and Eastern Europe.</p> <ol style="list-style-type: none"> Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. Trace the effect of the Americanization movement Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography Analyze the similarities and differences between the ideologies of social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, and Dwight L. Moody). Examine the effect of political programs and activities of Populists Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson). 	<p>Reading 2.5- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>Literary Response 3.5c- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p> <p>Literary Response 3.9- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.</p> <p>Writing 2.4- Write historical investigation reports.</p> <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Students become critics, not cynics of life. Regular people can bring about change. Creating "us" and "them" divides society. Empathy for those who helped to build our standard of living. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> Why do we take our standard of living for granted? What is your price? Can you bring about change? What about the Progressives should influence you? <p><u>Summary of unit</u></p> <p>Summary of Progressivism unit:</p>

city skyscrapers. With the birth of the skyscraper comes tragedy with the *Triangle Shirt Factory Fire*. However, out of the seemingly bad comes good with immigrants standing up to big business and forming unions. Students view artworks, *Gun Foundry*, *Cliff Dwellers*, *Washington Square North*, NYC and analyze these works of art. Students create a photo montage with a clear message relating to an issue regarding their assigned progressive era reformer.

Summary of Unit

This unit will begin with an examination of the rise of the United States as a major industrial power in the world. The unit will continue to examine the social and political causes and ramifications of rapid industrialization and the subsequent urbanization, such as the working and living conditions of people during this time. The actions of “Robber Barrons” and monopolists and the response in the rise of Unions will be spotlighted here. The unit will then move into a focused study of immigration. We will examine the complete immigrant experience; the push/pull factors of immigration, the voyage to America, the processing at Ellis and Angel Islands, the working and living conditions, the “Nativists” response, and immigrant responses to their situation. The last part of the unit will concentrate on the Progressive Reformers responses to the “ills” of America. We will analyze individual reformers and their work in addition to rise of the Progressive Movement as a whole and the legislation/reforms that followed.

Enduring Understanding

- I want my students to be critics of life not cynics
- Regular people can bring about change
- Empathy for those who lived before us
- We have not always had this standard of living it is something that needs to be fought for and appreciated
- Many people today and throughout history live and work in poor conditions
- No matter how bad you think your situation is there is someone who would love to be in your spot; “A man complained about his shoes until he met a man with no feet”
- We have a tendency to create “Us and Them” which divides our society
- “Different” is not inherently bad
- We are all immigrants. No one is a Native to the U.S.
- We need to participate in our political system
- We need to hold our leaders accountable
- If our political system is failing we need to correct it

Students will read several poems dealing with the needed immigration to fuel the rise of industry mostly around the turn of the century. The atrocity of the Triangle Shirtwaist Factory fire wakes the country up to the abuses of labor and gender. Students will research this event online and ultimately question who is to blame. Excerpts from *The Jungle* and multiple essays from the era will be closely analyzed to get a sense of workers pushing for unions and women pushing for the vote as affluence and industry moves people off farms and into cities. Students evaluate the end of the Progressive Era through Anzia Yeziersha’s short story from Hester Street, “The Lost Beautifulness” set at the close of WWI.

	<ul style="list-style-type: none"> ▪ Big business has a lot of influence in government policy ▪ The United States is the most powerful country in the world and many people have sacrificed and been sacrificed to make that so ▪ Science can be manipulated to support racism/hatred/ and a majority's will ▪ Facts can be manipulated ▪ You can see a problem and do something about it ▪ The pen is mightier than the sword <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Is history a history of progress? • Who is responsible for making change? • What is an American? • Who deserves a better way of life? • Can you bring about change? • Why do we create an Us and a Them? • How can we control the actions of our politicians? • How can we control the actions of Big Business? • Should you be thankful for the way you live? • Do you take your standard of living for granted? • What lessons can we learn from the Progressive Era? • Should a few suffer to benefit everyone else? • What is more important the group or the individual? • What will you do for money? • What is your price? • Did the United States live up to any of the Ideals expressed in the Declaration of Independence during the Progressive era? 	
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11th Grade Humanitas Interdisciplinary Unit Essay Prompt:

Based on what you have learned over the course of the Progressivism Unit, select **one** of the basic American ideals of liberty, democracy, rights, equality or opportunity and describe how it was affected by the events of the Progressive era. Has that ideal been enhanced or diminished by the developments of the progressive era? Did we move towards or retreat from this ideal? How was that impact expressed in the art, in the literature and in the social interactions* of the time? Use specific examples from your art, history and American literature classes to support your answer.

Finally, how could the following quote from the film “The Butterfly Circus” be applied to the achievements of the Progressive Era: “The greater the struggle, the more magnificent the triumph?”

**for example encounters between workers and owners, immigrants and nativists, or muckrakers and the situations they exposed.*

Rubric

0 1 2 3 4 introduction addresses how progress has either been a positive or negative influence on a selected American ideal

0 1 2 3 4 reasons for the student’s chosen position are drawn from and supported by a minimum of three (3) pieces of evidence from each of the three subject areas (art, history & literature)

0 1 2 3 4 evidence from art includes analysis of *Cliff Dwellers* by George Bellows, *Worse than Slavery* by Thomas Nast, and/or *How the Other Half Lives* by Jacob Riis

0 1 2 3 4 Thesis Statement is underlined; evidence is underlined in body paragraphs

0 1 2 3 4 conclusion includes an explanation of the quote and a credible explanation of how it can be applied to the Progressive Era.



Social Justice Humanitas Academy

Advisory Lessons

- Lesson 1: All for One and One for All
- Lesson 2: Establishing a Positive Classroom Community
- Lesson 3: Working in Groups
- Lessons 4-6: Intelligence Is More Than One Thing
- Lesson 7: Communication Is More Than Words
- Lesson 8-9: Communicating is Connecting
- Lesson 10: Using Artifacts to Illuminate Identity
- Lesson 11: Charting Our Identity
- Lesson 12: What is Culture?
- Lesson 13: My Cultural Self-Portrait
- Lesson 14: Identity and Mentors
- Lesson 15: Identity and Environment
- Lesson 16: Representing Identity from Within and Without
- Lesson 17: The Powerful Need to Belong-Analyzing In-Groups and Out-Groups
- Lesson 18: Responding to Difference
- Lesson 19: Messages Run Deep
- Lesson 20: The Power of Words
- Lesson 21: Challenging Stereotypes: The Importance of Keeping an Open Mind
- Lesson 22: Identity and Appearance
- Lesson 23: The Power of Our Choices
- Lesson 24: Looking Back, Looking Forward



Pupil Free Days Friday, August 12, 2011 and Monday, June 4, 2012

* If a school selects Monday, January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day

**LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

**HOLIDAY
DIA DE FIESTA**

**DATE
10/18/2010**

TENTATIVE

**SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCION**

JULY JULIO	AUGUST AGOSTO	SEPTEMBER SEPTIEMBRE	OCTOBER OCTUBRE	NOVEMBER NOVIEMBRE	DECEMBER DICIEMBRE
1 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 22 23 24 25 26 27 28 31	1 2 3 4 5 6 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 19 20 21 22 23 24 27 28 29 30 31

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JANUARY ENERO	FEBRUARY FEBRERO	MARCH MARZO	APRIL ABRIL	MAY MAYO	JUNE JUNIO
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 30	1 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	1 2 3 4 5 6 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 18 19 20 21 22 23 24 27 28 29

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IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday	04-02 thru 04-06-2012	Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	05-28-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday	06-01-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	* 06-04-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day		Pupil Free Day

Proposed Daily Schedule for Social Justice Humanitas Academy

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 4	Period 7	Period 3	Period 6
Period 2	Period 5	Period 1	Period 4	Period 7
Period 3	Period 6	Period 2	Period 5	Period 8 Advisory
Period 8 Advisory	PD-Teachers	Period 8 Advisory	Period 8 Advisory	PD-Teachers



Sylmar High School's prestigious
Humanitas Academy
Is proud to present our



4th annual



"University Discovery Tour"

****Friday April 1- Sunday April 3, 2011****



We are very proud to begin preparations for our 4th Annual University Discovery Tour!

This **3 day, 2 night** excursion has been carefully designed to offer students the incredible opportunity to increase awareness about university life at four of the top universities in the nation, as well as improve understanding of what it takes to gain acceptance into them.

Alcatraz Island: An Inescapable Experience



Each student will participate in a guided tour and student panel at these outstanding universities:

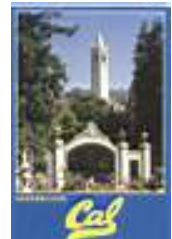
Stanford, UC Berkeley, UC Santa Barbara and Cal Poly San Luis Obispo

Additionally, students will enjoy:

- a walking field trip of the San Francisco Bay via the *Golden Gate bridge*
- a harbor cruise including a tour of the infamous *Alcatraz Island*
- a visit to the world renown *Monterey Bay Aquarium*

The total cost for the trip is \$250 per student and includes:

- Deluxe Euro-style Motor coach
- Hotel Lodging with continental breakfast (**other meals not included**)



- Attraction Fees
- Hotel Security Guard

Don't miss out on this amazing opportunity!

LAEP Retreats:

In these workshops, teachers share educational goals with colleagues, in order to define their program's structure, course sequencing, learning expectations, and teaching practices. Teachers' common interests in creating challenging curriculum will allow them to create/improve their plans for engaging students from all educational backgrounds in preparing for the rigors of college.

Goal: Imagine and design a small learning community that matches teachers' beliefs and philosophies of teaching and learning.

Outcome: Teachers craft a vision statement that guides their work in creating or sustaining a viable small school or SLC. Teachers write a shared educational philosophy that serves as the basis for a vertical plan and develop curricular and co-curricular expectations for students. Teachers begin to realize that the synergy created by their collaboration has the power to transform their teaching -- and their students' learning.

More specifically, teachers will:

- Review the vision statement for their programs
- Define your program's pedagogy, methodology, philosophy, and teaching strategies
- Review and improve the vertical plan that links grade-level interdisciplinary units into an overall plan for student achievement
- Evaluate their program's success on the LAEP SLC Rubric

Teachers provide facilitation and the sessions will model the collaboration process. The outcomes mirror LAUSD's plans for small learning communities and small schools.

Format: SLC Retreats are offered in three formats:

- As a two-day training at LAEP's downtown headquarters
- As a two-day training at a nearby hotel conference room
- As an overnight retreat

The SLC Retreats are tailored to each individual program's needs and goals. Schools are expected to pay for a portion of the cost of the retreat, including substitute coverage when necessary.

LAEP Teacher Center Workshops:

Workshops in which the teachers learn the essential components of thematic, interdisciplinary, writing-based instruction and collaborate to develop a unit plan with a culminating essay prompt. With their colleagues, the teacher will look at where his/her standards intersect and develop an overarching theme that allows students to access knowledge and ideas that transcend any single discipline.

Goal: The teacher will inspire students to analyze the world through an interdisciplinary lens -- to understand the relevance of enduring ideas and to craft a well-informed worldview.

Outcome: Teachers create a standards-based, thematic, interdisciplinary unit and a culminating essay prompt. Through interdisciplinary instruction, students from all educational backgrounds will increase their facility with higher-order thinking skills, improve their writing skills, and find greater relevance for what they are learning.

Format: Teachers' Centers are offered in two formats:

- 1) As a three-day training at LAEP's downtown headquarters when substitute coverage is available. Teachers are required to attend as a grade-level team
- 2) As four, 4-hour evening classes for 1 salary point held at various locations throughout the city. Teachers are strongly encouraged to attend as a grade-level team.

Specifically, the teachers will:

- identify and sequence content standards for the unit
- develop a theme and essential questions that bridge each discipline
- craft an essay prompt that will be used as a culminating assessment for the unit
- create a curriculum map for each discipline that determines essential skills, differentiated teaching strategies for all learners, and formative and summative assessments

Humanitas teachers provide facilitation and the sessions will model the collaboration process. The Humanitas instructional model is derived from the backwards planning model and other research-based strategies.

- Providing professional development through our weeklong seminars on the primary case studies as the foundational Facing History experience for faculty.
- Consulting with individual teachers teaching Holocaust and Human Behavior and other Facing History case studies in English, social studies, humanities and/or elective courses, while also sequencing the Facing History courses through the years so they build on each other.
- Providing advice and counsel to the school principal and leadership team on civic and character education.
- Facilitating on-site professional development for the whole staff to encourage all staff to use common language (ex. bystander, upstander, universe of obligation, choosing to participate).
- Support advisory sessions with resources for discussion and activities to explore identity, group membership (and related issues of inclusion and exclusion), issues of justice and fairness, and ways of “choosing to participate.”
- Recommending speakers (scholars, civic leaders, upstanders, witnesses to history) for school-wide speaker series.
- Providing assistance with service learning projects, including frameworks for thinking about complex issues students are investigating.
- Providing educational and/of informational sessions for parents on Facing History’s themes and content.
- Evaluating the effects of professional development, class work, and programmatic elements on students, teachers and parents.
- Providing the infrastructure for networking among Facing History teachers and schools.

**Professional Development Calendar
Social Justice Humanitas Academy**

Month	Professional Development Activity	Hours
Aug. & Sept.	Summer Preparation <ul style="list-style-type: none"> • Curriculum integration plan • Review behavior systems • Individual teacher planning • Review literacy strategies • Develop Advisory curriculum 	60 hours
Sept.	Weekly Friday PD Period <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	6 hours
Oct.	Weekly Friday PD Period <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	6 hours
Nov.	Weekly Friday PD Period <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	4.5 hours
Dec.	Weekly Friday PD Period <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	4.5 hours
Jan.	Teacher Post-Semester Reflection 2 Days <ul style="list-style-type: none"> • Review assessments from Spring semester • Develop collaborative assessments for Spring Semester Weekly Friday PD Period <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments 	12 hours 6 hours

Appendix 5.d

	<ul style="list-style-type: none"> • Whole school will meet once a month to focus on enduring understanding 	
Feb.	<p>Weekly Friday PD Period</p> <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	6 hours
March	<p>Weekly Friday PD Period</p> <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	4.5 hours
April	<p>Weekly Friday PD Period</p> <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	6 hours
May	<p>Weekly Friday PD Period</p> <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding 	6 hours
June	<p>Weekly Friday PD Period</p> <ul style="list-style-type: none"> • Interdisciplinary Team twice per month meeting to focus on grade level curriculum • Subject/grade level teams meet once a month to focus on assessments • Whole school will meet once a month to focus on enduring understanding <p>Teacher Post-Semester Reflection-3 Days</p> <ul style="list-style-type: none"> • Review assessments from Spring semester • Develop collaborative assessments for Fall Semester • Analyze data and effectiveness of the school discipline policies, revise as needed • Revisit enduring understanding in grade level teams for yearlong curricula. • Revisit vertical integration by department 	4.5 hours 18 hours
	Total Hours	144

**LOS ANGELES UNIFIED SCHOOL DISTRICT PUBLIC SCHOOLS
OF CHOICE SERVICE PLAN FOR STUDENTS WITH
DISABILITIES ASSURANCES**

(To be reviewed by the assigned Confidential Administrator)

School Identification #: _____

I assure that _____, a Public School of Choice will maintain compliance with the following:

School Name

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2	The Public School of Choice named above will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree.	
	As part of the agreement to abide by the conditions of the Chanda Smith Modified Consent Decree the Public School of Choice agrees:	
3A	To use the Welligent IEP Management System	
3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C	To operate a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual	

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3D	To complete and submit the “ School Self Review Checklist” for programs serving students with disabilities annually.	
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	
5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.	

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
<p>Federal Requirement, District publications and forms are available for use</p>	<p>Search & Serve</p>	<p>Processes are developed to ensure:</p> <ul style="list-style-type: none"> • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available. 	<p>4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes is acknowledged, planning is incomplete. 1-No planning is evident.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<ul style="list-style-type: none"> • Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction. 	<p>4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2-Plan lacks research based elements and does fully describe an intervention 1-Plan does not describe an intervention process and lacks research based elements.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>Prevention 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations. Intervention Tier 1 structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	<p>4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures is acknowledged, planning is incomplete. 1-No structures or planning is evident.</p>
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students.</p>	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, coteaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a “Learning Center” will be used to support student learning • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	<p>4 -Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation 3 -Plan provides a strong description of the Special Education Programs which includes a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation 2-Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1-Plan does not describe the Special Education Programs</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>A process is planned ensuring: • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.</p>	<p>4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>• A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure “all areas of suspected disability are addressed”. • Monitoring of referrals by ethnicity is planned.</p>	<p>4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. 	<p>4 -Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards. 3 -Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards. 2-Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards. 1-Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Discusses the use of Alternate Standards in the design of an instructional program which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. 	<p>4 -Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards. 3 -Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards. 2-Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards. 1-Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBRIC SCORES
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment. • Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log. 	<p>4 -Plan provides an explicit and thorough description of planning for students with support services. 3 -Plan provides a strong description of planning for students with support services. 2-Plan lacks either the service provision or monitoring element. 1-Plan does not describe either service provision or monitoring.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<ul style="list-style-type: none"> • Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. 	<p>4 -Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 -Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2-Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1-Plan does not describe instructional planning for students with disabilities 14 and older.</p>
<p>Federal Requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>Access to Extra-Curricular/Non academic activities: • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students’ with disabilities</p>	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2-The need for processes is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBRIC SCORES
		<p>have access to? • What additional activities will students have access to?</p>	
<p>Federal Requirement</p>	<p>Providing Extended School Year</p>	<ul style="list-style-type: none"> • There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation for personnel and resources to provide ESY services. 	<p>4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2-The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBRIC SCORES
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> • 1: Participation in Statewide Assessments, English Language Arts • 2: Participation in Statewide Assessments, Mathematics • 3: Graduation Rate • 4: Completion Rate • 5: Reduction of Suspension • 6: Least Restrictive Environment • 7A: Least Restrictive Environment, SLD, SLI, OHI • 7B: Least Restrictive Environment, MD, OI • 8: Home School • 9: Individual Transition Plan • 10: Timely Completion of Evaluations • 11: Complaint Response Time • 12: Informal Dispute Resolution • 13: Delivery of Special Education Services • 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance 	Woven Throughout

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBRIC SCORES
All Outcomes	Professional Development	<p>Professional Development • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction.</p>	<p>4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2-The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.</p>
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2-The need for processes is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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RUBRIC		RUBRIC SCORES	
MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBRIC SCORES
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year “unaudited actuals of revenues and expenditures” (required end of year report). 	<p>4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.</p>
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4-Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged. 3-Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged. 2-The need for processes is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirements, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Social Justice Humanitas Academy will have in place a search and serve process in order to identify and provide services to families and students with special needs. At the beginning of the school year we will distribute the <u>Are You Puzzled by Your Child's Special Needs</u> brochure to parents. Upon enrollment parents will complete the District's Student Enrollment Form. If the parent answered "yes" to any question in section 10, we will complete the Special Services Follow-up Section of the form. We will review the students IEP in Welligent system, 504 or GATE, then we will promptly provide services as stated in the students IEP, 504 or GATE. If a student with and IEP transfers in from another school district in California, we will consult with parent and promptly provide comparable services pending a LAUSD, IEP review (with in 30 days). If a student transfers in with an IEP from another school district outside California, We will consult with parents, promptly provide comparable services until a new evaluation is completed to determine eligibility based on California eligibly criteria for special education.</p> <p>The Social Justice Humanitas Academy will be responsible for:</p> <ul style="list-style-type: none"> ● Distributing the proper materials such as <ul style="list-style-type: none"> ○ <u>Are You Puzzled by Your Child's Special Needs?</u> brochure to every student to take home at the beginning of each school year. ○ Requests for Special Education Assessment Form ○ Student Information Questionnaire for Parents and Guardians ○ A parents Guide to special Education Services (Including Procedural Rights and Safeguards) ● Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services. ● Establishing a process in place, understood by all staff members, for referring students who may require special services. <p>Students suspected of a disability cannot be assessed unless parent permission is obtained unless otherwise authorized under the law. Once parent permission is obtained, the school's Special Education Coordinator</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>will then identify any students in need of a pre-referral intervention plan, and work with the faculty to establish a Student Study Team for that student.</p> <p>The student's need for special education can be screened from already available data (e.g., school tests, teacher observation, grades, etc.) regarding the student's progress or lack of progress within the general program. The SJHA will have its own Student Study Team composed of the student requiring intervention services, that student's parent or guardian, the general education teacher, and the SPED or 504 Coordinator will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student's ability to be successful.</p> <p>If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that SJHA refer that student for a formal special education assessment. Humanitas may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed via the Special Education Coordinator that special education and related services are provided at no cost to them.</p>

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Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Intervention Programs	<p>The Social Justice Humanitas Academy ensures a safe school environment and makes effective use of programs aimed at identifying and monitoring the various needs of its student populace. Indicators used to identify needs for intervention include but are not limited to a student’s academic performance, social and emotional output, behavior, health, culture and family.</p> <p>The SJHA currently executes a successful method of curbing the need for intervention through effective, accessible, and well-planned curricula as well as built-in opportunities for extended learning. For example, internal programs such as the Advisory classes, peer mentorship, and the Academic Network create optimal environments in which students experience success and become aware of their contribution to it. It also creates an environment that allows peers, mentors, and teachers to identify needs as individualized attention is a key component to the program’s functionality. This student support process is well defined, understood by the entire school community, and documented in order to establish norms and approaches to the specific need. For students with IEPs, the Resource Specialist will ensure that their academic, vocational, socio-emotional goals, among others, are woven into the curricula from the beginning of the school year. Furthermore, all general education teachers will receive the necessary information needed to implement accommodations accordingly.</p> <p>As needs for intervention are identified and assessed, the counselor, teachers, and parents document the progress in order to provide professional development to the support staff thus allowing them to reinforce actions and environments that cater to the students’ needs. Where viable, the results are incorporated into lessons and activities that carry universal significance as well as specific goals.</p> <p>The SJHA’s Advisory class is a pivotal source of opportunities for all students; it allows for enrichment and intervention. The Advisory classes will meet for approximately 1-hour a day at the end of the school day as part of the schedule and will be designed to meet individual student needs. Each student will be assigned a mentor or group of mentors that will oversee their academic progress and form study teams with them.</p>

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		<p>Incorporating an hour of intervention into the day for all students has proven extremely successful this academic year. Students with IEPs take this hour to work with their teachers, mentors, and Resource Specialist. The RSP uses this time to provide pre- and re-teaching strategies that enable students to be active participants in their general education classes.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The Social Justice Humanitas Academy currently practices a consistent school-wide positive behavior support and discipline plan. Our plan is consistent with the Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations. We teach rules, social-emotional skills: reinforce appropriate behavior; using effective classroom management and positive behavior support strategies by providing early interventions for misconduct and appropriate use of consequences. Student behavioral expectations employ a holistic approach. Thus, expectations range from respecting peers and adults to completing assignments as well as participation in the building a community of scholars to campus cleanliness.</p> <p>In the event of misconduct we have appropriate uses of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. We use positive intervention as means of correction other than suspension, transfer or expulsion to resolve disciplinary issues. The SJHA believes that when students’ needs are the focal point of everything we do – unwanted behavioral issues decrease.</p> <p>Parents receive a copy of the school rules review the school rules with their children. Training will be available for parents. If misconduct occurs, the parent or caregiver will work with the school to as a partner to address the student needs. Each teacher will maintain a positive classroom and school. They will use effective classroom management strategies to create an environment conducive to learning and prevent misconduct. All special education students with the disabilities of emotionally disturbed or autistic will have a Behavior Support Plan as part of their IEP. They will have a full comprehensive IEP every three years. All students who are suspected of having a disability of emotional disturbance will have a comprehensive evaluation at the initial IEP as well as all three year IEPs. Before the initial IEP the Student study team will gather data, make recommendations for pre-referral interventions including documentation of behavior and accommodations, prior to an eligibility of emotionally disturbed. A team will collect data, make recommendations for support for student displaying difficulties with serious behavior problems. A Behavior</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Intervention Case Manager will organize the collection or supervise Functional Analysis Assessment and then develop the proposed Behavior Intervention Plan and present it to the Individual Educational Team.</p> <p>The emphasis in all behavioral interventions and supports shall be on collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently.</p> <p>Prevention: The Social Justice Humanitas Academy’s expectations for respectful student behavior are:</p> <ul style="list-style-type: none"> • Students treat all community members as they would expect to be treated. They will follow classroom and school procedures at all times. • Students take responsibility for their actions. They strive for academic success and exhibit appropriate behavior both in and out of the classroom. • Students conduct themselves in a safe manner. They refrain from intimidating, harming or threatening the safety of others at all times. Students do not discriminate against anyone, at any time, for any reason. Zero tolerance for bullying. <p>To ensure that everyone is clear about what is expected from students, and so that students know that the rules are consistent from class to class, SJHA will use Positive Behavioral Intervention Supports (PBIS). A school-wide system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. On-going monitoring will ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. We will use positive intervention and means of correction rather than suspension, transfer or expulsion to resolve disciplinary issues. Parents will receive a copy of the school rules and will review the rules at home. Recognition and a reward system will encourage student buy-in of our plan. Teachers maintain a positive</p>

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		<p>classroom by using effective classroom management strategies to create an environment conducive to learning.</p> <p>Intervention</p> <p>The Social Justice Humanitas Academy will have the following structures supports that enable students to access the curriculum and the social environment of the school setting.</p> <ul style="list-style-type: none"> • Tier 1: Students receive support and instruction in their Advisory classes. Their Advisor teaches class rules and expectations and social skills training. Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment may include data collection resulting in-group support systems. • Tier 2: Includes all supports at the Tier I level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, functional behavioral assessment resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams. • Tier 3: Includes all supports at the Tier I and Tier II levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration (wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP).

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Applicant Team Name: The Social Justice Humanities Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>The number of students at the Social Justice Humanities Academy will be determined prior to the fall 2011 opening. While the disabilities and thus eligibilities have not yet been identified, the current population of students receiving special education services in Humanities includes students with in the Specific Learning Disabilities (SLD), Emotional Disturbance, Hard of Hearing and Other Health Impairments among others.</p> <p>Most of our students qualify for an IEP under an SLD eligibility; they qualify because a severe discrepancy exists in one or more of the following academic areas:</p> <ul style="list-style-type: none"> ●Listening Comprehension ●Written Expression ●Basic Reading Skills ●Math Calculation ●Oral Expression ●Math Reasoning ●Reading Comprehension <p>Moreover, this discrepancy is the result of a disorder in one or more of the following psychological processes:</p> <ul style="list-style-type: none"> ●Attention ●Visual Processing ●Auditory Processing ●Sensory Motor Skills ●Cognitive abilities including association, conceptualization, and expression. <p>The SJHA will collaborate with the other pilot schools on the common campus to coordinate a shared special education services plan that will provide programs for all eligibilities. Students with IEPs in SJHA currently participate in a fully inclusive model; this includes students receiving services under the Resource and</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Special Day Program models. They receive appropriate resources services, and accommodations in order to access standards-based curriculum.</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>The Social Justice Humanitas Academy complies with the federal mandate of the “least restrictive environment,” meaning that the school makes every attempt to educate students with disabilities along with their non-disabled peers. Through the lens of Social Justice, the education attained requires a complete commitment on behalf of the staff and community to meet the academic, social, and emotional needs of all kinds of minds. Intrinsic to our program, whether SDP or RSP, is the empowerment of students with special needs and at-risk youth by embedding in them the self-advocacy skills needed to navigate through any context (academic and otherwise) as well as ensuring them fair opportunities that places them on par with their non-disabled peers. We employ Lavoie’s theory that “<i>fairness does not mean that everyone gets the same – fairness actually means that everyone gets what he or she needs.</i>”</p> <p>Every year, the products of empowerment and self-advocacy are evidenced by our above average percentage of students with special needs that attend the 3-day College University Tour in the 9th grade, the increasing number of recognitions awarded to them because of their intellectual achievements, their statuses as peer</p>

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		<p>mentors, and their knowledge and application of their rights as students with IEPs. Our students demonstrate a full investment into creating holistic individual worthy of undertaking any challenge and overcoming their limits on a daily basis.</p> <p>The SJHA includes all of its students as is appropriate according to each individual IEP, offering a comprehensive fully inclusive program. Each student’s IEP requires different kinds of modifications and accommodations for instruction and services, therefore the educational strategies of the IEP are built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP is delivered by personnel qualified to do so.</p> <p>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 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. 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.</p> <p>Our programs are as follows:</p> <p><u>Resource Specialist Program (RSP)</u> Creating an inclusive learning environment that holds high standards for student with disabilities, ELL, SEL, student of poverty and gifted students is both socially just and academically sound. The general education and Special Education teacher collaborate on teaching strategies to best support their students. There is a shared responsibility of monitoring and planning support and can occur during the Advisory Class and in the</p>

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		<p>Learning Center where they will receive support from the Resource Teacher and other specialists (i.e. School Psychologist, Speech and Language Teacher, and/or audiologist) as needed. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting.</p> <p>Students receiving support in RSP are fully included in general education classes; students can receive extra help in collaboration classes as stated in their IEP.</p> <p>The only percentage outside of general education is a Learning Center class, which is based on individual student need. The Learning Center is a classroom where targeted instruction and intervention are provided identified students.</p> <p>The purpose of the Learning Center is to explicitly:</p> <ul style="list-style-type: none"> • Teach strategies for learning (access strategies); • Extend the learning in the general education classroom; • Provide targeted intervention; • Monitor progress of students <p>Our Resource Program differs to other programs as students receiving support will have the same RSP teacher throughout their four years of high school. The RSP teacher ensures a strong foundation at the ninth grade by focusing on study habits as well as reading and math skills needed to be successful. In other words, he or she focuses on “how to be a student”. In the tenth grade, the focus shifts to strengthening those foundations and expectations while teaching self-advocacy skills. The 11th grade focus is independence, using surrounding resources, and college readiness. By the 12th grade students are independent with the occasional help from the RSP teacher. The foci are not exclusive to each grade. The student’s need ultimately determines what level of focus they get. Yet, since we have put this program into practice, we yielded excellent results. Throughout the grade levels, the RSP teacher is continuously working with all</p>

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		<p>general education teachers to ensure the implementation of accommodations and strategies.</p> <p><u>Special Day Program (SDP)</u> Students receiving support in SDP will take standards-based classes geared towards a completing their high school diploma. They are also fully included in general education classes will receive extra help in collaboration classes as stated in their IEP. A qualified special education teacher and a special education assistant will support them. Similar to the Resource Program, SDP will have a single teacher that works with them throughout high school. The SDP program will run exactly like the Resource Program with a difference of higher focus and level of support in academic areas like English Language Arts and Mathematics. SDP teachers will work with general education teachers to accommodate instruction, approaches, and assessments as detailed in the IEP.</p> <p>The role of RSP and SDP teachers and the programs are subject but not limited to:</p> <ul style="list-style-type: none"> ● Provide instruction and services to pupils based on an IEP; ● Provide information and assistance to students and their parents; ● Coordinate special education services with the general education teachers; ● Monitor pupil progress on a regular basis and refer pupils who do not make appropriate progress to the IEP team; ● Emphasis career and vocational development, and preparation for adult life. <p>Services provided by SJHA special education staff will present various delivery options including:</p> <ul style="list-style-type: none"> ● Problem Solving ● Co-Teaching ● Co-Planning and strategizing with general education staff ● Individualized support

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		<ul style="list-style-type: none"> • Intervention Electives • Social skills support • Consistent observation and assessments of learning styles for multi-modal applications <p>The range of service options identified above provides for a broad range of supports for students with disabilities interconnected with the general education curriculum. The programs offered by SJHA are a critical piece in improving the performance of students who typically struggle on standardized testing. The Humanitas Academy is committed to the inclusion process and provides each student with the least restrictive environment possible.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Every child who is assessed by the school and qualifying for special education services under the IDEA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, the Social Justice Humanitas Academy will provide those services according to the student’s IEP, which will specify the instruction and services the student shall receive. Students at SJHA who have IEP’s will be served in the Least Restrictive Environment (LRE).</p> <p>Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at SJHA will consist of the following individuals:</p> <ul style="list-style-type: none"> • The parent or guardian of the student for whom the IEP was developed • The Special Education Coordinator • Administrative Designee • A General Education teacher who is familiar with the curriculum appropriate to that student • Special education professionals qualified to interpret assessment results • A District representative, as appropriate

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		<p>Others familiar with the student may be invited as needed. The Social Justice Humanitas Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone. A copy of the IEP will be given to the parent. Upon the parent or guardian's written consent, the IEP will be implemented by SJHA. The IEP will include all required components and be written on the LAUSD SELPA forms. Some of the elements the IEP will consist of include:</p> <ul style="list-style-type: none"> • The rationale for placement decisions • The services the student will receive and the means for delivering those services • A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered • Annual goals and short-term objectives focusing on the student's current level of performance • A description of how the student's progress will be measured and monitored • Transition goals for work-related skills <p>IEP meetings will be held according to the following schedule:</p> <ul style="list-style-type: none"> • Yearly to review the student's progress and make any necessary changes • Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress • After the student has received a formal assessment or reassessment • When a parent or teacher feels that the student has determined significant educational growth or a lack

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p style="text-align: center;">of anticipated progress</p> <ul style="list-style-type: none"> • When an Individual Transition Plan is (ITP) required at the appropriate age • When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior • Prior to the expulsion of a student with an IEP, to determine if the student’s misconduct was a manifestation of his/her disability <p>A Social Justice Humanitas Academy representative will be invited to attend any IEP meeting for a student matriculating into the Academy or where the IEP is considering placement at SJHA. The RSP and SDP teachers will be responsible for monitoring progress in accordance to the goals in the IEP. All meeting and documents are kept confidential.</p>
		<p>When a student is suspected of having disabilities a set of procedures must first take place. A multidisciplinary team will monitor, assess and evaluate the student after RTI has been implemented and thoroughly tested through multi-cycles and levels of intervention. If the student shows no growth and is non-responsive to the intervention’s targeted skill development, then the Student Study Team will evaluate the student. After observation, record and assessment reviews, a student may be recommended for special education evaluation.</p> <p>The referral plan to be implemented is as follows: Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing. Before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval.</p>

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		<p>A special education assessment plan is to be developed and provided to the parents within 15 calendar days from the date of receipt of a written request for an initial special education assessment, within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services, prior to conducting a reassessment of a student receiving special education and related services, or when a change in a student’s eligibility for special education or related services is being considered. A special education assessment plan may be needed when a change in the student’s special education or related services is being considered.</p> <p>Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not language acquisition or any of the exclusionary factors such as lack of instruction in reading, including the essential components of reading instruction, lack of instruction in math. Essential components of reading instruction means explicit and systemic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies.</p> <p>All special education assessment plans should be developed using the District’s <i>Special Education Assessment Plan Form</i> in the Welligent IEP system. The assessment plan provided to the parents must be in the language of the home. Forms in all of the major languages are available.</p> <p>The special education assessment plan should be developed in cooperation with the student’s teacher(s), general and special education, and other appropriate staff, depending upon the student’s disability or suspected area of disability, such as: the school psychologist, related services personnel, the school nurse.</p> <p>The education specialist developing the special education assessment plan should use information from: the written request for a special education assessment, the <i>LAUSD Student Enrollment Form</i>, Section 10: Special Services, the parent, including the <i>Student Information Questionnaire</i>, school records, including teacher interviews and observations, student work samples, and other knowledge gathered through the process that</p>

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		<p>reviews the student’s achievement.</p> <p>The process for addressing “all areas of suspected disability are addressed” are:</p> <ul style="list-style-type: none"> • Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. • Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. • Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills. • Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. • Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student. • Using information provided by the parent/guardian. • Obtaining information about how the student is involved and progressing in the general curriculum. • The use of intelligence tests for African-American students is prohibited in California. Not only may they not be administered by school districts, but findings from intelligence tests administered elsewhere may not be considered or contained in the records of African-American students. • An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed.

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<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>We in the Social Justice Humanitas Academy maintain that student-centered teaching, a pedagogy that is culturally responsive and sensitive to the learning styles of our students, is not just a matter of good education, but a matter of social justice. It is not enough to give students equity and access to the classroom, they must also be given equitable access to the ideas and concepts being taught in that class. We are committed to addressing the diverse learning needs of all our students with the goals of increasing our students’ social capital and sense of humanity.</p> <p>Every learner has a fundamental right to understand what success feels like, and the fulfillment of this promise is dependent upon a high level of personalization and a wide range of learning opportunities that allow all learners to master challenging A-G, standards-based curriculum. This requires that teachers know their students well enough to understand their specific talents and interests; know student caregivers well enough to appreciate their students’ background; and know how to analyze data well enough to understand the impact of instructional practice on student learning. High aspirations for all students must be backed up by strong support systems that are informed by deep levels of personalization and responsiveness to individual learner needs and capacities. The curriculum is integrated horizontally across the grade levels to ensure students are supported as they go from class to class, making connections and adding to their knowledge base as they go. The curriculum is also coordinated vertically to ensure the successes, talents, and knowledge of our students will be built upon as they matriculate through our academy. The Humanitas interdisciplinary curriculum accelerates the development of background knowledge, helps students see social, historical patterns, and allows them to see the content’s relevance to their own lives. Our student’s success and understanding is achieved not by happenstance, but by design.</p> <p>The embodiment of our philosophy foreshadows the instructional plan as it informs every aspect of our Academy from professional development to special education and beyond. Nevertheless, the specifics of our program are as follows:</p>

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		<ul style="list-style-type: none"> • The Academy is a four-year interdisciplinary program that provides students with the rigorous coursework needed to complete the A-G requirements. • We implement Understanding by Design (lessons that emphasize six facets of understanding: explain, interpret, apply, shift perspective, empathize, and self-assess) • We employ the Humanitas thematic, an interdisciplinary mode help students develop deep understanding of important ideas and concepts. Teachers make content relevant and interesting by designing meaningful and authentic curriculum. <ul style="list-style-type: none"> ○ By interdisciplinary, we practice the incorporation of the Social Sciences, Arts, and English as a holistic means to understanding grade-level standards-based concepts. For the students in special education, this allows multiple forms of expressions in regards to universal themes across class contexts. In other words, their style of learning and expression is respected and used to demonstrate knowledge of content while building the necessary skills that transfer within classes and outside of school. For example, if a student is able to make a point artistically as opposed to an area of need like writing, his output is fair game in an English class. The Resource and SDP teachers would then individualized instruction to help the student transfer his understanding in written form while banking on his or her artistic strengths. • We use community-based partnerships and authentic learning. By infusing community projects in our curricular development we create connections between classroom learning and real world applications. Students will have an opportunity to explore careers in visual and integrated arts, the humanities, social sciences, applied mathematics, and civic leadership. • Inquiry Driven: All learners, regardless of their educational backgrounds or special learning needs, have a right to access rigorous and engaging curriculum. The Social Justice Humanitas Academy instruction gives students the skills necessary to transfer learning, communicate persuasively, and apply higher order thinking skills to demanding tasks. • College-Readiness is a main facet of our plan. All students are enrolled in the required A-G

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		<p>requirements. All of our classes assign inquiry, project-based, writing-focused approach to learning will prepare students for the rigor of college.</p> <ul style="list-style-type: none"> • Linked Learning: Integration of multimedia projects across grade levels provides structures, sequenced approach to mastering technological proficiencies, essential to 21st century skills. Student centered production will improve the process of language acquisition and application for ELL students. <ul style="list-style-type: none"> ○ For example, the ninth grade recently taught the concept of persuasion. Students used electronic sources to research a topic from a biology class in order to write a persuasive essay in English. The students were then asked to apply their persuasive skills in the Spanish class by creating a commercial persuading the viewer to visit a Spanish-speaking country. This required text and video editing, aesthetic and linguistic motifs of persuasion, and oral presentations. <ul style="list-style-type: none"> • The Advisory classes will provide personalization and advocacy for student success. Accountability for student learning is a shared responsibility between parent, advisor, teachers and student. They create learning plans, that define personal and academic goals, create and maintain a formative portfolio to measure growth, look at data to modify goals, and use on-going formative assessments to adapt instruction and personalize learning. • The Social Justice Humanitas Academy will always use grade level materials that will be accommodated and/or modified for access by the student with needs. • To meet the needs of our diverse learners, SJHA will deliver powerful core instruction through innovative differentiation, co-teaching, new technology and SDAIE strategies (including reading, writing, listening and speaking across curriculum to improve literacy and expressive communication skills). • Flexible grouping is essential in the differentiated classroom. Students should work with a variety of peers, sometimes with like-readiness, sometimes with mixed-

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		<p>readiness, sometimes with similar interests, sometimes with different interests, sometimes with peers who learn as they do, sometimes randomly, and often with the class as a whole.</p> <ul style="list-style-type: none"> • Accommodations that will be implemented are to: provide a model of end product; provide written and verbal direction with visuals if possible; break long assignments into small sequential steps, monitoring each step; highlight to alert student attention to key points within the written direction of the assignment; number and sequence steps in a task; provide outlines, study guides, copies of overhead notes; explain learning expectations to the student before beginning a lesson; allow the student to use tape recorders, computers, calculators and dictation to obtain and retain assignment success, allow oral administration of test. These accommodations help students access grade-level content in core curriculum. <p>The use of data, grouping, instructional procedures and assessments to provide access to content include:</p> <ul style="list-style-type: none"> • Multiple ways of assessing student competency. • Authentic assessments to understand what our students know and can do. • Notebook portfolios are key to improving learning and teaching. They provide markers of student growth. • The on-going use of formative assessments allows teachers to monitor and focus on individual students. The intensive focus on assessing learning leads to continuous improvement, increased achievement, and increased accountability. (The type of data collection for informative assessment might include student journals and self-assessments, peer reviews, teacher observations, student-led conferences, diagnostic probes and diagnostic teaching, work samples, and product analysis based on rubrics.) • Teachers consistently look at data to modify goals, and use on-going formative assessments to adapt instruction.

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	The Social Justice Humanitas Academy does not have students being serviced through alternate standards at this time. We do not have special education classes that employ an alternate curriculum. We will work closely with the other schools on campus to ensure that all needs are met, including student eligible for an alternate curriculum.

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<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>The Social Justice Humanitas Academy follows all plan and procedures in place in order to show evidence of how we provide services to our students with disabilities. In order to maintain accountability of Special Education Resource Specialist Services and Related Services, our Resource Specialist Teacher and Related Service Providers will accurately complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the Student's Individual Educational Plan Free and Appropriate Public Education (FAPE) Service Plan, of time and frequency of services. At the end of each month the Resource specialist Teacher Will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal.</p> <p>Our school maintains appropriate special educational records at our school site, and or at the appropriate related services office (i.e. occupational Therapy, Speech and Language, and Audiology), or at our local district office as mandated by Federal law.</p> <p>The Welligent System is linked to our ISIS school program. We maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential, however our students records will be accessible and will be provided specifically to the parent of the child upon request.</p> <p>Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described in their IEP. Their case carrier and the designated administrator will monitor those services. The services will be provided in the method describe in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII.</p>

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<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>All of our special education students who are 14 years and older, will have an Individual Transition Plan (ITP) included in their IEP. The SJHA’s pathways will allow student to explore these fields of interest and build their skills for their future college and professional success. In order to ensure that all students see the value of learning beyond school, the SJHA offers students and opportunity to explore the career pathways of media studies (which encompasses aesthetic inquiry, processes of production, and sociological inquiry). In the classroom, students will address, concept, problem or issue they are likely to encounter beyond the classroom. In their junior and senior years students will complete service learning projects and internships to extend the range of their participation in the community. Involvement in these projects will enhance student’s awareness of social issues and career opportunities.</p> <p>The ITP, as written into the IEP ensures that:</p> <ul style="list-style-type: none"> • A timeline of dates will be kept and transition instructions will be presented to students, parents, and staff so that students will have a successful transition for post-secondary goals. • The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, student will begin taking field trips to local colleges, universities, and trade schools beginning in the 9th grade. They will also attend career fairs to familiarize themselves with possible career pathways. • Students will have completed a “Senior Inventory” and “Summary of Performance” and they will obtain a copy for future reference. They will have completed an exit IEP. <p>With support of LAUSD’s transition services, special education teachers will teach students how to visit the career and college office to research post-secondary training and education. Students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center</p>

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		<p>to plan for a post secondary training and education.</p> <p>All of our students with disabilities who graduate with a diploma will have a Summary of Performance (SOP) on file in their records and will be provided with a copy to use as future reference. The SOP will provide students with a summary of their academic achievement and their functional performance that includes recommendations on how to assist them in meeting their postsecondary goals. The SOP will also assist students in the transition from high school to higher education, training, and/or employment. The SOP will also help establish student's eligibility for reasonable accommodations and supports in postsecondary settings.</p> <p>The Advisory classes play an important role in post-secondary transitions. IT will provide the student with support and counseling of academic and social issue relevant to the student's life and future. Some of the transitional skills taught include:</p> <ul style="list-style-type: none"> • Community-Building • Interdependence Practice • Conflict-Resolution • Maximizing available resources • Understanding Different Learning Styles • Adolescent development issues • College Preparation <p>In terms of external transition services, we will develop a detailed inventory of all resources in the community (e.g. youth recreation/socialization, adult mentoring programs for youth, behavioral health resources, family support programs, clinics, banks, and child safety). Student will be able to access these resources as clients, volunteers, interns, etc. These external services, in conjunction with our program, will</p>

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		<p>allow us to implement opportunities for a successful transition into post-secondary life.</p>
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>Students needing supports will be able to participate in extra curricular and non-academic activities through the following plan: access to all events. SJHA’s commitment to equity and access for all students will guarantee that all students will be included in sports activities, clubs, field trips, workshops and collaborative arts and community based projects as part of the school community. Responsibility for the academic success and emotional well-being of all students is shared among teachers, staff, parents, colleges, businesses, social services, cultural institutions, and health care providers. Collaborative relationships with the community will enable the SJHA and the other small schools located at Valley High School #5 to expand and enrich the curriculum and extracurricular opportunities for all students.</p> <p>As mentioned before, many students with special needs occupy positions of importance within the academy. We have student with special needs serving as mentors and committee members. Moreover, students have been given positions as photographers and video editors in order to document the SJHA happenings for a comprehensive video project at the end of the year. Many students with special needs that attend the University Discovery Tour help with the planning for the following year. During after school hours, students</p>

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		<p>will have a wealth of extracurricular activities to choose from: athletics, tutoring, initiated student activities, internships, leadership activities, mentoring activities, community art projects, etc. These are a just few examples of their all-access participation and we will continue to expand what we offer to our students.</p> <p>Accommodations are provided at all level of extra-curricular and non-academic activities. Students will receive support in the elective classes through the accommodations detailed in their IEPs. The case carrier will ensure that services and assistance in monitoring progress on assignments is adequate and will provide extra time or accommodations to complete the assignment. Daily check-ins with the teachers and the Advisor will ensure that the students’ needs are being met in the general education elective classes. Electives will be offered to our students will include all classes available to the general education population. Students will participate in all arts, media, photography, and multi-media classes in addition to the PE and language electives.</p>
Federal requirement	Providing Extended School Year	<p>Extended School Year Services will be determined on an individual basis by an Individual Education Team at a student’s IEP, to assist a student in maintaining the skills at risk of regression and are in need of special education and related serviced in excess of the regular school year. If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education summer school program. Our summer school program will be open to all students including students with disabilities.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>The following components are interwoven into our special education plan, and all teachers are aware of the MCD outcomes:</p> <ul style="list-style-type: none"> ● Statewide Assessments (ELA) ● Statewide Assessments (Math) ● Graduation Rate ● Completion Rate ● Reduction of Suspension ● LRE ● A. LRE: SLD, SLI, OHI ● B. LRE: MD, OI ● Home School ● Individual Transition Plan ● Timely Completion of Evaluations ● Complaint Response Time ● Informal Dispute Resolution ● Delivery of Special Education Services ● Parent Participation at IEP Meetings ● Timely Completion of IEP translations ● Qualified Special Education Teachers ● Behavioral Support Plans for students with Autism or Emotional Disturbance ● Comprehensive Evaluation of African American Students Identified with Emotional Disturbance

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All	Professional Development	<p>Professional development occurs weekly for lesson planning, assessing, and data review. The pilot school model will give our teachers and administrators the autonomy to engage in a professional development program where teachers constantly develop and reflect on their teaching practice. Teachers will address their individual goals as well as receive professional development to help meet the school-wide goals. Special Education teachers will focus on 3 questions: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? Constant monitoring and assessing our students' progress and our teaching practice will be ongoing.</p> <p>The Social Justice Humanitas Academy will implement an extensive professional development plan for their general education and special education teachers that will include: Co-teaching in the inclusive classroom, differentiating for the inclusive classroom, co-planning using the Solutions Systems software, understanding the special needs of parents, implementing RTI through co-teaching, teaching specific reading strategies to students with mild to moderate disabilities, paraprofessionals' role in inclusive setting, Positive Behavior Support (PBS), and Applied Behavior Analysis (ABA). Moreover, the special education teachers will replicate sessions of Hector Lavoie's FAT City in order to internalize an understanding of an LD student to the general education teachers.</p> <p>The SJHA works in very closely with researchers in the field of co-teaching and RTI. Expert researchers such as Wendy Murawski, are in constant communication with the department and will be able to provide professional developments on the most recent approaches to special education. More, the Resource teacher in SJHA is a member of the Council for Exceptional Children thus providing even more resources for professional development in the most current manifestation.</p> <p>Special Ed and General Ed teachers will meet once a week to plan curriculum, collaboration, and daily accommodations/modification. On-going collaboration and planning between teaching teams will provide the differentiated instruction and interventions to meet the needs of the students. Special Education teachers</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>will also consult with Advisory teachers to provide input on student progress.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>We will use our staffing autonomy to keep student to teacher ratios at 25:1 to provide best circumstances for personalization and optimal learning culture to meet the needs of all students. Staffing autonomy will allow us to use creative definitions of staff roles, and the ability to create a unified school community by expanding the school staff and engaging more adults in instruction. Teachers will be recruited by contacting local university or state college special education programs to contact alumni who are appropriately credentialed to serve our student population. We will post on the LAUSD employment board and also contact principals and coordinators at other school sites for recommendations.</p> <p>NOTE: We will hire teachers who support our mission and vision and use the Election to Work agreement to ensure that our staff only includes those committed to these goals. Credential verification and monitoring will be handled by the school administrator who can verify credentials from the Commission on Teacher Credentialing.</p> <p>We will hire special education staff based on the requirements of LAUSD policy. SJHA will comply with</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>the district's ratios of 28 (up to 32) to 1 so that the needs of students are addressed and the mandated service norms are honored. Speech service ratios are 55-1. We intend to share that service with the other Valley High School #5 schools. Aides will be hired according to a 10 – 1 and will be provided by the district. The clerical support required to appropriately monitor and service student needs will be provided by the SECAC carrier and an office clerk.</p> <p>The Social Justice Humanitas Academy expects that the number of special education students will warrant full-time providers for specialized services; the school expects to work with the District or SELPA to contract with independent providers to provide special education compliance review, assessment and Designated Instruction and Service as specified in California Education Code and IDEA.</p> <p>Due to the size of the school, SJHA will employ their Resource Specialist as Special Education Coordinator. This person will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Special Education Coordinator and any other appropriate school personnel will attend staff development, in-services, and/or training sponsored by LAUSD in compliance with IDEA regulations, California Education Code and LAUSD's SELPA guidelines. LAUSD does not arrange contracts for the pilot school to ensure that the Pilot school procures independent providers of special education. This is a responsibility of Humanitas.</p> <p>The Special Education Coordinator will:</p> <ul style="list-style-type: none"> • Ensure that all aspects of the IEP are followed. • Oversee compliance with special education law/services. • Arrange for a teacher of the child to attend the team meetings. • Communicate with parents about progress made toward attaining the goals stated on the child's IEP,

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
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APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>and inform them of due process procedures and rights.</p> <ul style="list-style-type: none"> • Complete the required paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP. • Oversee all aspects of professional development in the special education department. • Supervise all special education assistants and trainees. • Communicate with general education teachers and the SLC to schedule collaboration classes. • Oversee provision of special education services. • Ensure special education staff maintains proper paperwork and communicates progress to the parents made toward attaining goals on the child's IEP. • Arrange for all pertinent staff and family members to attend IEP meetings. • Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines. <p>The Social Justice Humanitas Academy will use pilot school autonomy over governance to allow those closest to the students to determine the school's daily operation, hiring, budget, curriculum and assessment. SJHA will embed school governance with a community of student-centered educators and community members working together for student success. We will be governed by a distributive leadership model staff to create the least restrictive learning environment.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	N/A
Outcome 14	Parent Participation	<p>The Social Justice Humanitas Academy is acutely aware of the importance of engaging parents and family members as co-educators in the pursuit of academic achievement of our students. Considering unprecedented demands placed on our youth today, it is essential we broaden our instructional opportunities and support by expanding beyond the traditional physical school site, as well as beyond the traditional, albeit limiting, school day. Consequently, it is essential to develop strong relationships between families and school in order to enable this support and communication system to flourish. Additionally, and of equal importance, is our ability to provide for our parents authentic yet practical tools and opportunities to better assist them in this partnership.</p> <p>In order to establish a sound network of communication, our school year begins with the selection and assignment of parent grade level representatives whose primary responsibility is to act as liaisons between school and home. Specifically, parent grade level representatives assist in the facilitation of:</p> <ul style="list-style-type: none"> • Establishing a comprehensive parental communication tree • Real-time distribution of key school information and updates

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> ● Periodic collection and presentation of parent survey data and feedback ● Establishing a connection to school addressing potential parental questions or concerns <p>Parents also have the ability to participate in the education process of their students by volunteering their services and time throughout the school year at numerous Humanitas events such as our:</p> <ul style="list-style-type: none"> ● Beginning of the year orientation for parents and community partners ● Student-led conferences ● End of the year banquets and ceremonies ● Ongoing fundraising activities ● Field trips and University Discovery Tours ● ACE Leadership training <p>As college preparedness is a key component of the Social Justice Humanitas Academy, and considering the complexity of the process coupled with many of our parents' limited collegiate experience, we select parent representatives who, after participating in the University of California Los Angeles' EAOP Parent Ambassador program, serve as Certified College Advisors whose main responsibility is to educate the Social Justice Humanitas Academy community of teachers, parents, and students through ongoing workshops regarding:</p> <ul style="list-style-type: none"> ● College preparedness and readiness ● The college application process ● Financial aid opportunities and procedures <p>A parent council will have an active voice in the governance of the school. The council will be formed of interested parents who will engage in activities to support the students, support their own learning and, connect with other parents. Our community partners will offer parent education classes and all parents will</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
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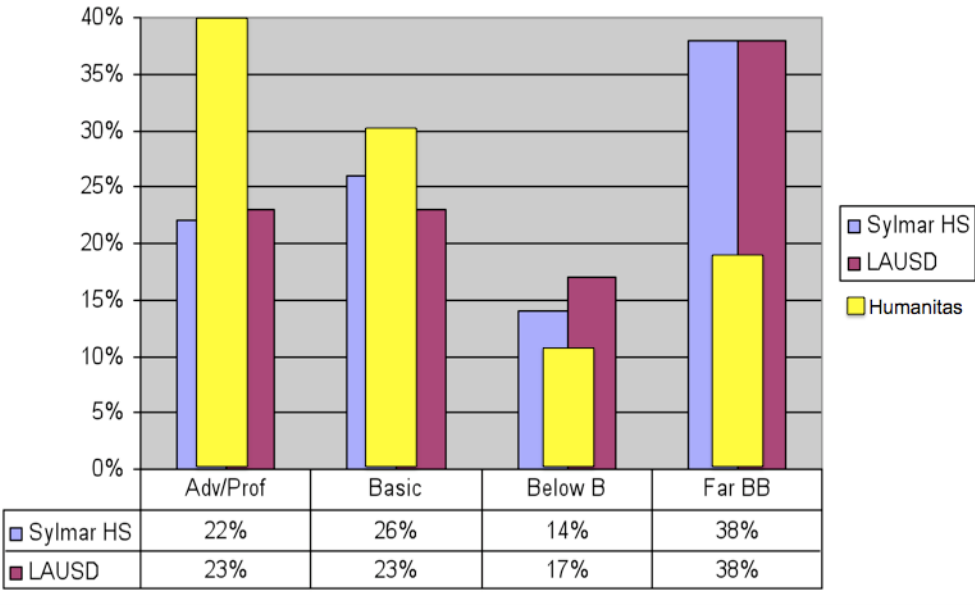
APPENDIX D

Applicant Team Name: The Social Justice Humanitas Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>have an opportunity to attend. Meetings will be held regularly.</p> <p>Parents of children with special needs will have access to the all of the aforementioned. In relation to an established dialogue concerning specifics in the IEP, parents will be informed through letters, phone announcements, email blasts and fliers. Parents will receive information and training from the special education department regarding special education services in the parent center. The case carrier will call parents/ guardians to inform them of upcoming IEPs. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. We will have bilingual staff members, community partners, and upper level students help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and consistently bilingual school/home communications will welcome parents to participate and be involved the SJHA community as they help facilitate their child's learning.</p>

CST results 2009-2010

CST WLD HIST & GEO 2009

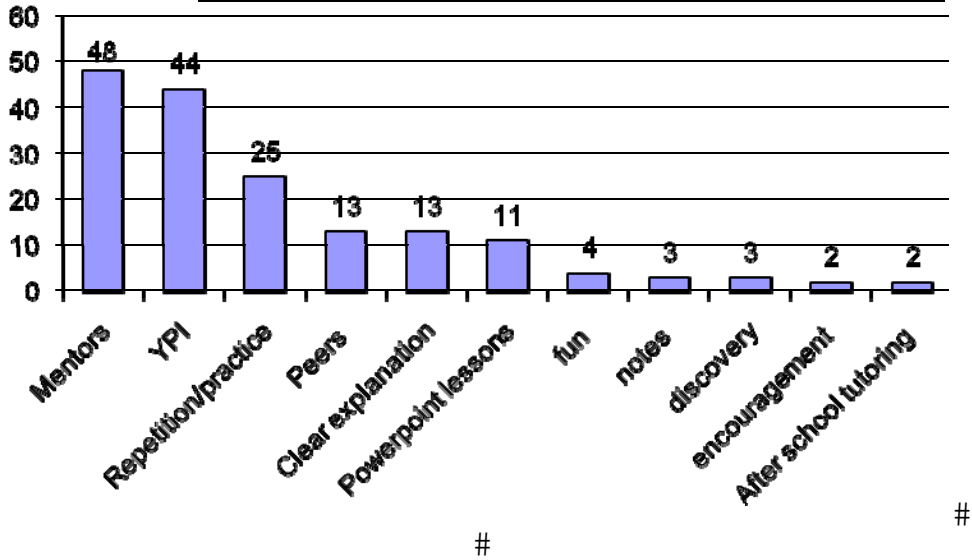


World History - 2010							
SLC	1 - FBB	2 - BB	3 - B	4 - P & A	# of Students	% of Special ED	% of LEP
***	28%	12%	31%	29%	244	15%	21%
***	71%	17%	5%	7%	41	2%	95%
<u>Humanitas</u>	15%	11%	39%	34%	125	6%	18%
***	44%	10%	21%	25%	116	14%	25%
***	8%	7%	29%	56%	97	1%	1%
***	37%	16%	34%	13%	247	9%	21%
***	0%	100%	0%	0%	1	100%	0%
***	44%	15%	21%	20%	134	17%	24%
Grand Total	33%	13%	29%	26%	1005	11%	23%

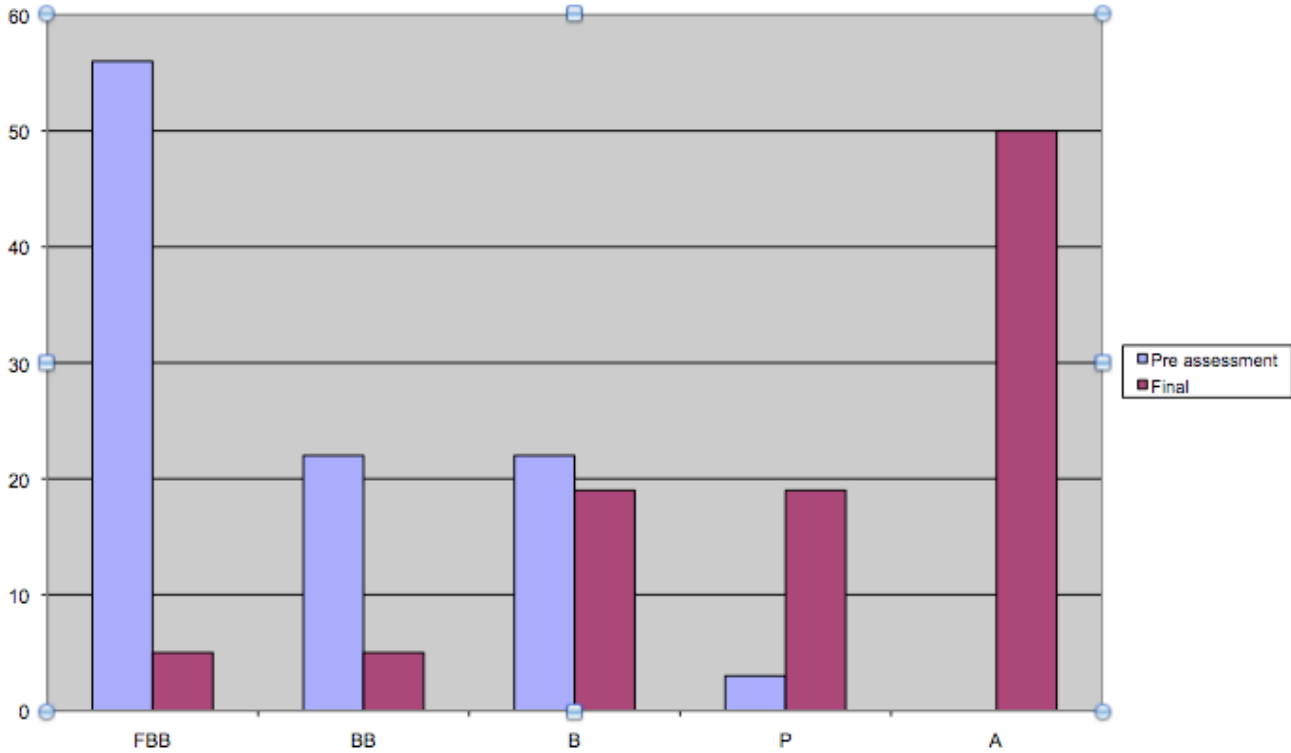
US History - 2010							
SLC	1 - FBB	2 - BB	3 - B	4 - P & A	# of Students	% of Special Ed	% of LEP
***	29%	20%	32%	19%	134	8%	10%
***	56%	6%	31%	6%	16	0%	69%
<u>Humanitas</u>	3%	13%	23%	61%	69	1%	9%
***	22%	22%	33%	23%	86	9%	10%
***	13%	6%	33%	47%	93	0%	2%
***	23%	19%	33%	24%	108	4%	13%
***	40%	17%	34%	9%	35	23%	29%
Grand Total	22%	16%	32%	30%	541	6%	12%

Summer Bridge – 2009 – Incoming 9th graders – Algebra 1

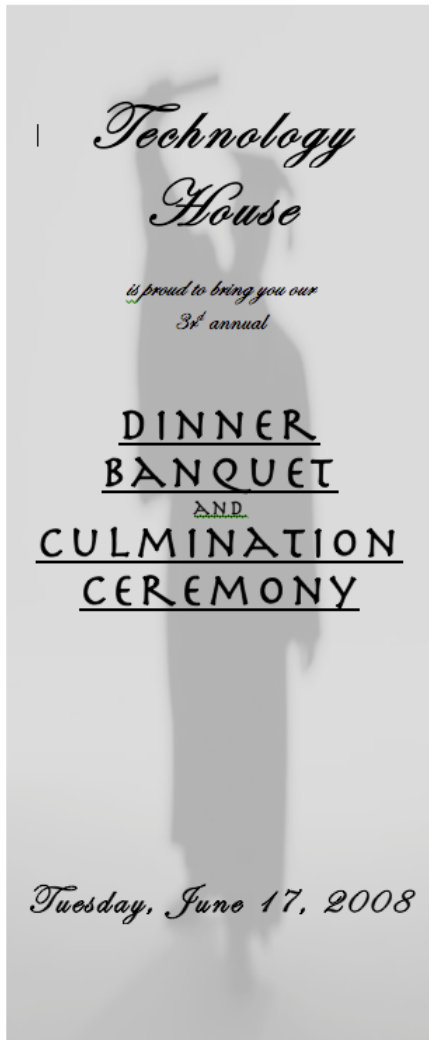
What Students Found to be Most Effective



**Summer Transition Comparative Results
Pre assessment vs. Final 2009**



2008 Culmination Ceremony Program with agenda of community speakers#
*Technology House is now the 9th grade component of SJHA



Program

Welcome

Key Note Speaker

Danny Trejo

Angel Barnuevo

Field Deputy Representing

Senator Alex Padilla'

Honors Students Recognition

T-House Video

Mr. Castillo

Mr. Cooper

Ms. Lizarra

Mr. Martinez

Mr. Regalado

Ms. Siegel

Student Speech

T-House Alumni

Mr. Regalado

Student Speech

Mr. Victoria

Student Performance

❖ Congratulations!





Los Angeles
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November 26, 2010

Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines,

It is my pleasure to support the Social Justice Humanitas Academy (SJHA) design team's proposal for Valley Region High School #5. The faculty who comprise the design team educate with exacting rigor and accountability. The school will help to cultivate a community of learners devoted to intelligence and character through its mission of social justice and high quality education in our public schools. Their vision and commitment will provide quality leadership for the SJHA pilot school and ensure the success of every student.

LAEP has a longstanding history of partnering with SJHA; we have worked with this Humanitas Small Learning Community for 11 years in the current Humanitas Academy at Sylmar High School. This team comprises one of 44 Humanitas SLCs currently in LAUSD, but most importantly, they serve as one of four demonstration sites for the Humanitas instructional model in the district. They have accomplished this through achieving impressive results for all learners and creating rigorous and engaging learning opportunities for students of low socio-economic status.

This teaching team's history of excellence, rigor, and results comes from the innovative, student-centered strategies. The team has achieved outstanding levels of success in parent engagement--surpassing the district average in parent attendance at events by upwards of 50%--through their student-led conferencing events where parents are engaged as equal partners in supporting student success. Additionally, this SLC has developed a strong advisory program that allows an integrated approach to intervention, college access, and student support. Finally, the Humanitas Academy has developed its own mentoring program that both cultivates student leadership and provides each student with multiple mentors to monitor their success both in and out of the classroom. With these successful strategies already in place, the new Social Justice Humanitas Academy will open the new school with an established foundation of high expectations and support services for students.

LAEP will partner with SJHA to the fullest extent of our resources and will support their community school model. Currently LAEP facilitates the Valley Neighborhood Collaborative, a network of four community schools in the Northeast San Fernando Valley, as well as the Pacoima Community Initiative. Through these partnerships we will connect SHJA to a wealth of resources, partners, and community supports. While at this time we cannot guarantee funding, we hope to provide a community school coordinator to VRHS #5 to facilitate LAEP's Community School model. LAEP's four collaborative networks consisting of over 70 partners in the San Fernando Valley will include the staff, students and parents of SHJA.

The Community School model, which integrates academic services, mental and physical wellness, social services, youth development, and community empowerment, offers the range of services and programs students require to be successful. The community school gives parents an authentic opportunity to be engaged, provides a space for the community to work together to respond to specific community needs, and gives students a voice as self-advocates and as advocates for youth generally.

As a continuing Community School, LAEP partners with San Fernando, Sylmar, and Arleta High Schools as well as San Fernando Middle School, we look forward to participating in collaborative efforts to ensure that Valley Region High School #5 and the Social Justice Humanitas Academy is a place where the students and their families, teachers and school personnel, and the community can thrive.

Regards,

A handwritten signature in cursive script that reads "Peggy Funkhouser".

Peggy Funkhouser
President and CEO
Los Angeles Education Partnership



11-27-2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for Humanitas Academy

Board of Directors

Norma Cárdenas
Maggie Velasquez
Rob Borstelmann
Laura Ruvira
Richard Ramos

Executive Team

David Andrés Kietzman
Melissa Khamvongsa

Advisory Council

Jackie Elliot
Roberto Barragan
Rudy Espinosa
Alex Reza
Amy Berfield
Michael de la Rocha
Paul Vinetz
Cheston Callum
Whitney Kasserman
Jennie Carey

Program Team

Mayra Esparza
Maribel Palafox

Main Office

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Pacoima, CA 91331

Contact

Office 818-890-2928
Fax 818-834-5186
www.youthspeakcollective.org

Youth Speak Collective

is a youth driven initiative
empowering low income
communities in the Northeast
San Fernando Valley with the
skills necessary to pursue
higher education and create
strong communities.

All donations are tax-deductible.
YSC Tax ID #27-0126980

Dear Mr. Cortines,

Youth Speak Collective enthusiastically supports the **Humanitas Academy** application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to academic and artistic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more high quality arts education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with the Humanitas Academy, and look forward to discussing ways to integrate our programs with theirs.

Youth Speak Collective is a youth-driven organization founded on the idea that all young people can succeed if provided with the right opportunities. We follow a “for youth, by youth” philosophy in which young people are empowered to help design and implement our programs. We provide teens from throughout the Northeast San Fernando Valley with creative, high-quality programs that channel their intellect and talent, build their academic skills, and strengthen their investment in their own communities. This work is made possible by a strong network of volunteers, contributors, and community leaders who are all committed to the **Humanitas Academy**.

There is a definite need in our local community for innovative academic programs that develop critical thinkers and lifelong learners through engagement in the visual and performing arts. Humanitas Academy will meet the needs of diverse learners and teach all students the effective communication and leadership skills they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you’ll keep the Humanitas Academy at the top of your list.

Sincerely,

David Kietzman
Executive Director
Youth Speak Collective

FRIENDS of the FAMILY



Community Mental Health
and Family Support Center

15350 Sherman Way, Suite 140
Van Nuys, California 91406

Tel 818/988-4430
Fax 818/988-4633

November 26, 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Support for Humanitas Pilot School

Dear Mr. Cortines:

Friends of the Family enthusiastically supports the Social Justice Humanitas Academy Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to intelligence and character. We understand and support the idea behind this public school choice application and hope to bring social justice and more high quality education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with the Social Justice Humanitas Academy, and look forward to discussing ways to integrate our programs.

Friends of the Family, a private, non-profit community mental health and family support center, has provided family strengthening services to the children and families of the San Fernando Valley for the past 39 years. Our services include a full range of child and youth development, parent support and education, mental health and family support programs, all designed to build upon the assets and strengths of the family and remove any barriers to successful school and career readiness. Our agency has devoted considerable resources to the families and community that will be impacted the VRHS#5 and look forward to continued partnership with the local school community.

There is a definite need in our local community for innovative academic programs that develop civic minded individuals who gain compassion, feel empathy, and have the ability to apply their knowledge in diverse settings. The Social Justice Humanitas Academy will meet the needs of diverse learners, increase their social capital and teach all students both the state standards and life lessons they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep the Social Justice Humanitas Academy at the top of your list.

Sincerely,

Deborah Davies
Director of Programs



November 23, 2010

Re: Humanitas Academy for Valley Region High School #5.

Dear Superintendent Cortines,

EduCare Foundation is delighted to partner with and support the application of the Humanitas Academy design team's proposal for Valley Region High School #5. EduCare endorses the Humanitas Academy's mission "to foster the development of civic minded individuals who choose to participate and who see the greater good as their good; and to have our students gain compassion, feel empathy, understand rather than simply judge, and the ability to apply their knowledge in diverse settings."

EduCare Foundation is committed to partnering with Humanitas Academy as best our resources will allow. Founded in June 1990, EduCare Foundation (EduCare) is a non-profit 501 (c) (3) educational organization that works with community and school based educational partners. EduCare's mission is to inspire and enable young people to become responsible citizens, compassionate leaders, and to live their dreams. EduCare's objectives include empowering schools, school districts, youth-serving agencies, teachers, parents and young people themselves, in low-income communities to better serve youth and prepare them to lead healthy, fulfilling and successful lives.

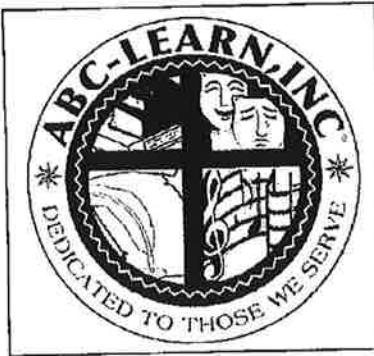
EduCare operates day time and after school programs that integrate life skills and leadership development; at-risk intervention programs; professional staff teambuilding / community building; student peer mentoring; community service; cross-age mentoring; peer mediation and conflict resolution; and parent education and involvement. EduCare is currently the After School Program Lead Agency for seven LAUSD / Beyond the Bell high schools (Bell HS, Jordan HS, Lincoln HS, RFK Community Schools, San Fernando HS, Sylmar HS, and Washington Prep HS). For the past three years, EduCare has also worked with LAUSD / Beyond the Bell to implement a successful leadership campaign (*Take Action*) that has developed core student leadership teams at now 29 LAUSD high schools.

We are ready to participate in this collaborative effort to ensure the success of students, families, teachers and school personnel at Valley Region High School #5 and the Humanitas Academy.

Sincerely,

Stu Semigran
President

EduCare Foundation • 2060-D Ave Los Arboles #544 • Thousand Oaks, CA 91362
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E-mail: info@educarefoundation.com • Web: www.educarefoundation.com



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[A 501(c)(3) Non-Profit Community Based Organization]
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Post Office Box 10173 – Canoga Park, CA 91309
www.abclearn.org / e-mail: abccorporate@abclearn.net

Our Goal: To have literate, productive members of Society who recognize their value as a member of the whole and who are able to achieve their individual goals in a manner that is beneficial to all.

November 28, 2010

Re: Support for Humanitas Pilot school

Dear Mr. Cortines,

ABC Learn, Inc. enthusiastically supports the Social Justice Humanitas Academy Pilot school application to occupy VRHS#5 in San Fernando. The school will help to cultivate a community of learners devoted to intelligence and character. We understand and support the idea behind this public school choice application and hope to bring social justice and more high quality education into our public schools at a time when the demand is high and funds are diminishing. We are excited to be a Community Partner with the Social Justice Humanitas Academy, and look forward to discussing ways to integrate our programs with theirs.

In 1996 ABC Learn, Inc. is a 501(c)(3) focusing primarily on academic intervention. We commenced operations in the juvenile detention camps of Los Angeles County and ultimately had our program in five of the camps. We are acutely aware of the remarkable change in behavior of young people once they realize how capable they actually are. We currently are an NCLB provider for LAUSD as well as other local districts. We recently opened a YouthBuild Charter school in Pacoima, CA serving 16-24 year old youth seeking a diploma.

There is a definite need in our local community for innovative academic programs that develop civic minded individuals who gain compassion, feel empathy, and have the ability to apply their knowledge in diverse settings. The Social Justice Humanitas Academy will meet the needs of diverse learners, increase their social captial and teach all students both the state standards and life lessons they need to make a positive impact in their community.

Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep the Social Justice Humanitas Academy at the top of your list.

Sincerely,

Debra Greenfield,
CEO/President

Read and gain knowledge – It makes you a more interesting person.



Los Angeles
Education Partnership

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November 24, 2010

Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines,

On behalf of the Sylmar Neighborhood Partnership (SNP)—a community-based collaborative comprised of students, faculty, parents, and community partners at Sylmar High School—it is my pleasure to enthusiastically support the Social Justice Humanitas Academy (SJHA) design team's proposal for Valley Region High School #5. Having worked with the current Humanitas Academy's teaching team, I have seen their unique collaborative teaching and cooperative learning methods push forward their vision of Social Justice. The students they teach become intelligent learners of strong character who engage in their community. We are excited to support their proposal to become a community school and look forward to helping them integrate the resources and services of us as community partners into the fabric of their new pilot school's culture and community.

Since his appointment, Secretary of Education Arne Duncan has claimed Community Schools as the top education reform strategy. The Valley Neighborhoods Collaborative (VNC) is a community schools project in the Northeast San Fernando Valley that brings together schools, students, families, community-based organizations, and individuals to help youth thrive from birth through college and develop the skills to fulfill their potential as inspired, engaged, and productive citizens. As result of the VNC's work, we've seen increases in parent engagement, student participation in academic enrichment and intervention programs, youth eligibility and preparation for postsecondary opportunities, and communication and coordination among service providers, schools, and community members at the schools in which we work—San Fernando HS, Sylmar HS, and San Fernando MS. With these being the key feeder schools to VRHS #5, the school community expects applicant teams to adopt this strategy and continue the VNC's work. For this reason, the SNP is fully supportive of SJHA's strong proposal as they plan to not only continue the community schools strategy already being implemented, but become a part of the VNC.

There is a definite need in our community for academic programs that focus on high levels of personalization and capitalizing on students' background knowledge. These SJHA teachers are seeking the autonomy to take their already successful program in doing this to a new level, providing this level of personalization and teaching all students to become stewards of their own community. Having worked with the current students of the Humanitas Academy who regularly attend our SNP Meetings and are outstanding, engaged young leaders who constantly volunteer, we see the success and the positive impact that this group of teachers has on both our students and our community, which is why we fully support them. Please let me know if you require any additional information as you consider the school choices before you. I hope you'll keep the Social Justice Humanitas Academy at the top of your list.

Sincerely,

Jennifer Carey, Community School Coordinator, Sylmar Neighborhood Partnership

Social Justice Humanitas Academy Elect to Work Agreement 2010-2011

MISSION STATEMENT

Our Mission is to make intelligence and character the goal of education. To build our Students' resumes as well as their characters. To create an academically rigorous, relevant, and safe learning environment for all students. To teach the state standards and the life lessons behind them. To create a student-centered school in which all stakeholders, parents, teachers, and community members are responsible and accountable for our students' success. To Leverage the resources of our community to create a college going environment so our students can get to and through college. To create a holistic and collaborative model of instruction and management to develop all of our student's talents to their fullest. To challenge our students and create mechanisms to support them in meeting that challenge. To foster the development of civic minded individuals who choose to participate and who see the greater good as their good. To have our students gain compassion, feel empathy, understand rather than simply judge, and the ability to apply their knowledge in diverse settings.

OUR VISION AND IDENTITY

1. SOCIAL JUSTICE AS THE CORE

Our vision: to achieve Social Justice through the development of the complete individual. In doing so, we increase our students' social capital and their humanity while creating a school worthy of our own children. We fight to make manifest our vision through our daily instruction, mentoring, and extended learning opportunities. In the Social Justice Humanitas Academy we treat each of our students as individuals, teaching to their diverse learning needs. We prepare all students to get to and through college in an effort to increase their social and political capital. Our curriculum combines the lessons from the past with the skills they need for their future. Above all else, we prepare our students to be the humane stewards of the future.

Our focus is not a single career pathway; rather it is college access for all. Our goal for our students is not for them to merely be doctors, teachers, or lawyers, but rather doctors, teachers, or lawyers that change the world. By working for justice in education and teaching social justice to our students, in what we teach and how we teach it, we will empower our students to become the stewards of their own communities with the self-efficacy to fight for social justice for themselves and their communities. As the majority of our focus is on empowering our students, we believe this can only happen if the teachers at our school also feel empowered. This movement is a teacher led reform. Teachers, along with community partners will be in charge of every aspect of this school from curriculum and instruction to budgeting. We ask, who better to make these decisions than the people closest to the students, the people who have dedicated their lives to the education of others?

2. COORDINATED THEMATIC UNITS

Thematic units engage students in learning, capture their interest, and involve them in discussions that stir controversy, debate, and critical analysis. They are relevant to students intellectually and emotionally so that students can meaningfully apply them to their own lives.

The interdisciplinary approach to teaching envisions traditional subject classes as a unified and organic whole, rather than as compartmentalized individual pursuits. Teachers in an interdisciplinary setting work cooperatively to design, integrate, and administer curriculum that is mutually supportive and

thematically linked. This emphasis on thematic units, combined with team teaching, and interdisciplinary projects encourages students to incorporate the various intelligences and knowledge from each of their classes and to recognize and build connections in their studies and their lives. The interdisciplinary approach also challenges our instructors to broaden their own appreciation and knowledge base of fields outside their chosen subject area.

3. PROJECT-BASED LEARNING

The basic premise of the project-based approach to curriculum integration is that successful, productive adults carry out a purposeful problem-solving process at work and in other areas of their lives. By completing appropriately scaled down versions of adult action-based projects, students are both developing the capacity for success in their personal and work life and demonstrating their degree of preparedness for work or for the next level of education.

During the course of each semester students will participate in at least one major project-based assignment, requiring students to work cooperatively, incorporating the skills and knowledge gained from their various classes.

Introduction:

Social Justice Humanitas Academy is a school in the Pilot Schools program described in the Collective Bargaining Agreement addendum between the Los Angeles Unified School District and the United Teachers of Los Angeles (UTLA). Employees of Pilot Schools are to receive wages and benefits as they would at any other Los Angeles Unified School District as specified in the UTLA contract for teachers. Our terms and conditions of employment are determined by Social Justice Humanitas Academy Governing Board and ratified by the faculty. While not attempting to be exhaustive, this agreement states the more important terms and conditions. These terms and conditions will be subject to change from time to time as the SJHA Pilot School may make changes to its program and schedule during the year.

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

You will continue to accrue seniority as you would if you were working elsewhere in the Los Angeles Unified School District. If you are hired as a teacher, you will receive the salary and benefits established in the UTLA Contract. You will be a member of the appropriate UTLA bargaining unit.

Terms of Employment:

I. Working Hours

- A. The work year: SJHA is a traditional calendar school.
- B. The workday for SJHA teachers will begin one half hour before the start of school. In addition, teachers must stay after school an average of 2.5 hours per week. Half of this before- and after-school time must be devoted to conferencing, mentoring, or tutoring students.
- C. Teachers are expected to attend a paid professional development the last five days of summer vacation.
- D. Teachers are expected to attend all professional development sessions throughout the year.
- E. All teachers at SJHA are expected to be National Board Certified or to have started the process by their fifth year at SJHA
- F. All teachers are expected to attend a faculty meeting after school once every two weeks. These meetings will last up to two hours.

II. Student and Parent Contact

- A. Teachers are expected to track the academic and course work progress of and establish rapport with their advisory students and follow advisory curriculum.
- B. Teachers are expected to keep in contact with parents concerning the progress of their children, making suggestions for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well.
- C. Teachers are expected to keep records of meetings and calls to parents.
- D. Teachers are expected to attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes.

III. Instructional Requirements

- A. Professional development time is to be used on curriculum planning and revision, reflection on student progress, review of assessments, and analysis of teaching strategies.
- B. All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams.
- C. Teachers are expected to acknowledge and support the school's social justice focus in their curriculum and teaching methods.
- D. Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students, parents, community members, and fellow faculty members.

IV. Extra-Curricular Activities

- A. Teachers are expected to attend four community events a year.
- B. Teachers are expected to attend a minimum of one 8th grade recruitment fair.
- C. Teachers are expected to be responsible for one extra-curricular activity, school promotional event, or club each semester.
- D. All teachers must attend all student led conferencing events
- E. Teachers are expected to be involved in one standing committee, ad hoc committee, or program during the year.
- F. Teachers may be asked to monitor red flag interventions on a rotating basis, before or after school for one 60-minute period a week.
- G. Additional supplemental hours and tasks necessary to complete the mission of Social Justice Humanitas Academy may be assigned by the administration and or the governing council as needed.

V. Other Duties and Responsibilities

- A. All teachers are expected to participate in the WASC process.
- B. As a small pilot school, teachers recognize that all teachers need to share in distributive leadership.

Rationale

As a faculty member of Social Justice Humanitas Academy (SJHA), I understand I am asked to put students' needs first at all times. When planning the curriculum, I agree to work creatively to meet the diverse learning styles and needs of our student population. I have read and agree with the SJHA mission statement and intend to use project-based, constructive learning whenever possible in my curriculum. In order to do this, I agree to teach, plan, and reflect collaboratively. My lessons and curriculum will be developed by my teaching team, which will include my grade-level team teachers as well as other content specific teachers. I know that SJHA aims to have interdisciplinary curriculum therefore I will collaborate in horizontal, grade-level teams to develop standards-based interdisciplinary and integrated curriculum. I

will also collaborate in vertical, subject-alike teams to create a coherent approach to skill building. In order to plan and implement this kind of curriculum I agree to meet with my teaching teams in order to assess students' needs, reflect on student work, and revise and develop curriculum.

Performance Evaluations:

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals are chosen from the California Teaching Standards. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and by teachers observing other teachers. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher.

Dispute Resolutions:

SJHA has an Internal Appeals Process (IAP) that appears in the Memo of Understanding (MoU) between LAUSD and UTLA.

Excessing:

For permanent teachers, you may unilaterally excess yourself from Social Justice Humanitas Academy within the Voluntary Excess timeline set forth in the annual LAUSD Staffing Calendar, currently April 15. Similarly, Social Justice Humanitas Academy may unilaterally excess you within the Involuntary Excess timeline set forth in the annual LAUSD Staffing Calendar. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures of the UTLA contract.

Dismissal:

You are subject to dismissal from LAUSD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment. Failure to comply with the terms and conditions of your employment may result in your dismissal from Social Justice Humanitas Academy (SJHA).

Signatures:

I voluntarily elect to work at Social Justice Humanitas Academy (SJHA). I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Signature: _____ Date: _____

Principal Signature: _____ Date: _____

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Subject Matter and Grade level teams	Day One	Lead teachers, principal, governing council	Professional Development time	Existence of Grade-level interdisciplinary units	Peer review, rubric, student data
Interdisciplinary Assessments	Year One	Testing committee	Professional Development time	School-wide completion of assessments and revision based on results	Peer review, rubric, student data
Quarterly Assessments	Year One	Testing committee	Professional Development time	School-wide completion of assessments and revision based on results	Peer review, rubric, student data
Grade level team monthly reviews	Year One	Lead Teacher	Professional Development time	Teams received results of peer review and make necessary changes	Peer review, rubric, student data
Teacher Office Hours	Day One	Lead teachers, principal, governing council	None – already in practice	Student attendance rates and analysis of student data	Student sign-in sheets, student data
Teacher Support System	Year One	Lead teachers, principal, governing council	Peer review rubrics, observation time	Response from teachers needing support, analysis of student data	Peer review, rubric, student data
Teacher recruitment and selection	Year One	Lead teachers, principal, governing council	Access to publications, peer review rubrics	Increased level of meeting standards set on rubric	Peer review, rubric, student data
Data Analysis Team	Year One	Testing Committee	Data collection system, assessments, rubric	Results of assessments disaggregated and distributed	Peer review, rubric, student data
Professional Development Program based on data	Day One	Professional Development Committee	None – already in practice	Sessions held and ideas implemented.	Peer review, rubric, student data

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Academic Intervention	Day One	Lead Teachers, Student/Community Services Committee	Student Data, Office Hours Schedules, communication	Student data shows academic improvement	Student Data
Student Mentor Program	Day One	Lead Teachers, Student/Community Services Committee	Mentor training, student data	N/A – already in practice	Student Data
Advisory courses	Day One	Lead Teachers, Student/Community Services Committee	N/A – already in practice	N/A – already in practice	Student Data
Developing new community partnerships	Year Two	Student/Community Services Committee	Meeting times and space, publicity, needs tree	Increased participation by community partners	Testimony from community members and partners
Maintaining current community partnerships	Year One	Student/Community Services Committee	Meeting times and space, publicity, needs tree	Current community partners remain in contact	Testimony from community members and partners
College Discovery Tour	Year One	Student/Community Services Committee	Already in practice, additional community resources & funding	N/A – already in practice	Completion of trip and student reflection
Grade level parent representatives and communication tree	Day One	Student/Community Services Committee	Already in practice	N/A – already in practice	Parent survey
Fundraising	Year One	Budget Committee Student/Community Services Committee	Community resources, space	Continued increases in non-district funding	Analysis of budget committee towards meeting vision and mission.
Student-Led Conferences	Year One	Lead Teachers, Student/Community Services Committee	N/A – already in practice	Parent and student attendance,	Reflection sheets, Student data

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Election of Governing Council	Day One	Two lead teachers and Principal	Fliers, web based announcements and ballots	Successful assembly of the Council	Votes during the election
Selection of Principal	Day One	Subcommittee of Governing Council	Web, phone, prospecting time outside of school	Hire a principal	Interview candidates
Assembly of Leadership Committees	Day One	Co-lead teachers	Personal interaction and ballots	Successful assembly of Leadership Committees	Votes during election
Assembly of Advisory Committees	Day One	Subcommittee of Governing Council	Fliers, web based announcements, and phone calls to parents	Successful assembly of Advisory Committees	Votes during election
Initiate parent and community meetings	Day One	Community/Student Resource committee	Space, publicity, networking	Successful completion of meetings	Parent and Community member reflections
Develop MOUs with community partners	Year one	Community/Student Resource committee	List of available resources, community contacts	Increased number of productive relationships with community partners.	Community member responses and reflection.
Curriculum	Day One	Principal, Lead Teacher	N/A – in practice	N/A – in practice	Assessment, peer review
Summer PD Preparation	August-September, 2011	Grade level lead teachers, co-lead teachers, and Community partners	Meeting space, Internet	Creation of initial PD and integrated curriculum plans for first semester	End of semester reflection and assessment by staff
Teacher Orientation	August-September, 2011, Followed observation and meeting throughout year one	Grade level lead teachers and teaching mentors	Community partners and staff time	Lessons that are integrated both vertically and horizontally, and evidence of student understanding	Classroom observation and assessments of student achievement

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Review of PD Calendar	August-September, 2011	Grade level lead teachers, co-lead teachers, community partners	Meeting space, Internet	Implementation of a unified plan for professional development that addresses all aspects of Humanitas pedagogy	Continual reflection during professional development meetings
Implementation of PD plan	Year one	Grade level teachers	Meeting space, computer access	Comprehensive agendas for weekly meetings and accountability for individual teacher contributions	Review by Governing Council
Post-Semester Reflection	January, 2012	Grade-level teams, principal, co-lead teachers, and Community partners	Meeting space, computer access	An action plan for the Spring semester based on solid reflection from the previous semester	Spring post-semester reflection meeting, and plan evaluation during weekly PD meetings

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ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- Traditional

 Pilot

 Network Partner

 ESBMM
 Independent Charter

 Affiliated Charter

Name of School **Valley Region High School #5**

Name of Applicant Group/Applicant Team **Social Justice Humanitas Academy**

Lead Applicant Jeff Austin

Title of Lead Applicant Lead Teacher

Mailing Address 724 Portola Terrace Los Angeles, CA 90042

Phone Number (909) 519-6855 Fax Number N/A

Email Address jwa9206@lausd.net

Website (if available) N/A

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
 The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.
Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
 The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
 The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES*. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

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placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

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While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Jeff Austin

Title of Lead Applicant Lead Teacher

Signature of Lead Applicant _____ Date _____

Name of Board President* _____

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with*