



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: SOUTH REGION HIGH SCHOOL #3

PROPOSED BY: SCHOOLS FOR COMMUNITY ACTION (SCA)

FOR: COMMUNITY HEALTH ADVOCATES SCHOOL (CHAS)

“The struggle has always been inner, and is played out in the outer terrains. Awareness of our situation must come before inner changes, which in turn come before changes in society. Nothing happens in the ‘real’ world unless it first happens in the images in our heads.”

Gloria Anzaldúa

Mission & Vision of the School

The teachers, recent alumni, parents, and community members of the Schools for Community Action (SCA) team are dedicated to building the powerful and effective learning environment that the youth in our community have long deserved. Our SCA members have either been raised in the neighborhood or have worked nearly exclusively in the immediate area, including Manual Arts High School and Muir Middle School. Two teachers of the SCA team were born and/or raised in the neighborhood surrounding the school, attending all local LAUSD schools. All of the other main contributors of this proposal have served the community in several capacities. Our plans are specific to the community needs of our South Central¹ community, to which we are deeply connected, know well, and value intensely.

Through our outreach into the community, we realized that we need to provide families with distinct choices in the education of their children. That is why we designed four separate plans for four distinct small schools on the Augustus Hawkins campus. These four choices resulted from our findings as we spoke to the people in our community and as we read through various studies on education:

1. Critical Design and Gaming School (C:\DAGS)
2. Community Health Advocates School (CHAS)
3. Responsible Indigenous Social Entrepreneurship (RISE) School
4. The School of Urban Sustainability and Environmental Science (USES)

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

Vision: CHAS will prepare students with an understanding and a career pathway in contextually competent social work, behavioral health, and/or other community health professions in order to excel through higher education and become transformative leaders of our local and global communities.

Our Students: Through the study of community health, CHAS students will learn about, explore, and engage issues of social injustices. These issues and concerns often obscure efforts if they are not appropriately recognized and dealt with in practice, in social policy development, and implementation, so it will be necessary for our students to have this critical foundation.

Upon graduating from CHAS, students will:

1. Be prepared with the knowledge and experience to begin improving the well-being of individuals, families, and working/social environments
2. Be able and willing to promote economic and social justice through the practice of culturally and contextually competent interventions at all levels, including policy practice, advocacy and direct intervention
3. Be analytically skilled to identify and comprehend the destructive patterns of institutionalized poverty,

¹ South Central Los Angeles was renamed “South Los Angeles” in 2003, in an attempt by the City to improve its image, yet based on our experiences working and living there, we strongly believe it is imperative to recognize and preserve the identity and history of South Central Los Angeles.



discrimination and oppression using scientifically valid research methodologies and critical analyses to investigate, assess and change aspects of competing economic, political and social systems, as well as harmful interactions among and between them

4. Engage in community-based research on social issues, focusing on those variables affecting individuals, families, groups, organizations and communities in South Central Los Angeles and beyond
5. Establish and maintain professional relationships that enable cooperation and collaboration with members of the social service community that mitigate/ameliorate complex social challenges through shared leadership and partnerships

Designing Data Driven & Student Centered Instructional Programs

What we know about helping students succeed:

- Learning needs to be ACTIVE and ENGAGING
- School needs to CONNECT to the lives of our students
- Parents are VITAL team members in the learning process
- Teachers need to be of the highest quality and committed to the learning of EVERY child
- All students need SUPPORT at every stage in order to guarantee academic and personal success and achievement
- High School Graduation and College acceptance rates need to be IMPROVED

At the **CHAS**, every class and every subject will be taught from a student-centered perspective. Projects will be designed with and by students in order to apply the concepts they are learning. Students will become mathematicians, scientists, writers, and historians in their quest to understand their community better. They will explore key physical and mental health issues within their community. Their neighborhoods will become their classrooms and learning laboratories. Students will be supported along career and college pathways that focus on health and social work.

At **CHAS**, every student will be supported to reach high levels of excellence. Through an engaging curriculum, caring and supportive staff, and personalized learning environment, every student will be known, appreciated and encouraged to succeed. All students will be part of a community of learners who support each other in reaching their academic and personal dreams.

Instructional Program

Supporting ALL Learners: Every student learns differently, yet there are best educational practices that when employed benefit all learners. **CHAS** will be a school dedicated to using these best practices in supporting the success of all students. Some of these practices include:

- **Highly Engaging Curriculum** – Students need to be engaged in learning through meaningful experiences
- **Highly Collaborative** – Learning happens when students and teachers are discovering together, and sharing those discoveries with each other
- **Highly Rigorous** – School needs to be challenging at a level that encourages students to work hard, have high self expectations, and take ownership of their learning
- **Highly Relevant** – The material and activities in school need to connect to what students see and experience everyday.
- **Highly Supportive & Personalized** – Instruction needs to be flexible in order to adapt to the needs of each specific learner

CHAS will utilize collaborative **Project Based Learning** experiences to help students see the connection between the classroom and the community. Collaboration with university partners, community and private organizations, and local clinics will support students in their pursuit of viable college and career community health and social work pathways.



Utilizing a common framework of instruction in all classes, students will be supported to think in an interdisciplinary way. Our school will utilize a **Universal Design for Learning**® approach to instruction that allows for:

- Information and content to be presented in many different ways
- Demonstration of student learning in many different ways
- Stimulation of interest and motivation of each student in many different ways

When students are able to learn and demonstrate their learning in a variety of different ways, school becomes more engaging and student motivation to succeed increases. This allows:

Students with disabilities – to have access to supports they need while being involved in a highly engaging, inclusive and flexible curriculum.

Students of Poverty – to utilize resources on our campus to achieve academically regardless of socio-economic status

Gifted students – to apply their capabilities in a way that promotes the highest level of depth and complexity while maintaining engagement

English Language Learners – to have access to an engaging and rigorous core curriculum that supports and promotes proficiency in academic English, bilingualism and inclusion

Standard English Learners – to maximize their development of academic English in highly engaging and supportive learning environments

Data Driven – CHAS will utilize multiple sets of data to ensure that the highest quality instruction is matched with student needs. Through the use of Individualized Learning Plans for each student and a web-based student information system, data will be collected and utilized to ensure that students of all levels achieve their highest potential.

School Culture

Safety and Security of our Students are of the Highest Priority:

We will provide a safe and nurturing experience from home to school and back again for every student by employing the following strategies:

- **Purposeful scheduling** – classes start later in the morning to support families with dropping off younger siblings at local elementary and middle schools
- **Cooperation with community programs such as Safe Passages** – ensure afternoon student safety for our students and the students at local elementary and middle schools
- **Campus policy** – administrators and staff will be actively present before, during, and after school
- **Communication with LAUSD and local Police Department** – support through presence

A Culture of Community Learning: CHAS will be a safe and supportive campus dedicated to building awareness of the need for emotional and mental health. The outcomes of learning will be the continual betterment of our students, our school, and the community we serve. This can only be done through a spirit of collaboration with all stakeholders. By collaboratively creating a culture of community learning, CHAS will strive to achieve its mission and vision.

Typical Day at CHAS: A day in the life of a student at the CHAS will be empowering and exciting. When you walk down any hallway, visible student work, such as PowerPoint loops on computers or video/photo montages of classroom activities are exhibited. Every morning students will engage with their advisors to plan and reflect on their goals, academic progress, and preparations for the upcoming day of learning. In their core classes, students will be immersed in projects that promote students to think critically about the world around them. Colorful and informative bulletin boards display learning strategies, formulas, rubrics, student work, campus-wide events, and school activities. Lessons will connect to each other in interdisciplinary ways. Students will participate in collaborative learning, project-based curriculum, and internships in the community. A student at our school will know and come to love the learning that takes place beyond the classroom.



Extracurricular Activities: Involvement in learning at the **CHAS** does not end when the bell rings. On any given day students will be involved in a number of activities:

- Aesthetically creating campus-wide awareness of a monthly community issue (Domestic Violence Awareness Month, Senior Abuse awareness month, Foster Care Month, etc)
- After School Clubs and Organizations
- Sports
- Field Trips
- Community Presentations of Student Projects
- Campus Tours

Parent Engagement & Involvement

Authentic Collaboration: Reform in our schools is not possible without collaboration with our students’ families. **CHAS** will work together with our families to:

- Communicate regularly around their child’s academic progress, utilizing multiple means of relaying information including phone, internet, and in personal meetings
- Coordinate with families to schedule necessary services for students with needs
- Build community capacity around how to best support the academic needs of their students through parent and community-led workshops and seminars
- Encourage and coordinate opportunities to volunteer throughout the school year
- Provide campus tours for parents and community members
- Continually share out student projects through community presentations, student-led conferences and celebrations of student work and accomplishments
- Solicit community feedback throughout the year in a variety of ways
- Develop relationships based on respect and trust through community dialogue

Parents and community members will always be welcome at our campus. **CHAS** will continue to cultivate relationships with families in the community in order to ensure that our campus is always welcoming, respectful, open, and focused on what is best for our children.

Staffing

Excellent Teachers & Staff: Studies suggest that the single most influential factor in determining student academic achievement is the quality of teacher a child receives. It is for this reason that the teaching staff at **CHAS** will be driven by a commitment to the learning success of every child. All staff members will be guided by the school mission and the following CORE values:

- **Student Centered:** We believe that education should always begin with a strong respect and understanding of each student’s potential and desire to learn.
- **Community Collaboration:** We believe that authentic community collaboration leads to transformative school design.
- **Innovation and Excellence:** We believe that teachers should constantly improve their practice to ensure students achieve new levels of success.
- **Social Justice:** We believe that our community deserves better educational opportunities than have been historically provided.
- **Sustainability:** We believe in creating interlinked strength between the four small schools of the Augustus Hawkins campus.

In staffing, our school we will consider individuals that embody these CORE beliefs in mind, spirit, and practice.

Applicant Team Contact Information

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