School of Social Justice

RFP APPLICATION

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A. SUMMARY ANALYSIS

Provide an analysis of the academic achievement and culture of the proposed PSC School. Your data analysis should serve as the basis for the Instructional Plan you develop in Section B of the application.

1. **Mission and Vision.**

   Mission:
   The mission of School of Social Justice (SSJ) is to provide students with a rigorous, relevant and engaging curriculum to develop leaders who are critical thinkers, problem solvers, and effective communicators who are agents of social justice with sensitivity toward the world around them. All stakeholders at SSJ will encourage and value students' unique attributes and help build a foundation for student success by developing a positive learning environment that fosters collaboration, accountability and leadership opportunities.

   Vision:
   The School of Social Justice commits itself to develop globally aware leaders who inspire others and courageously act on their beliefs to bring positive change in their community and society. The School of Social Justice will ensure students have the skills necessary to be successful in post secondary education and the workforce, are prepared to meet the global challenges of the 21st century and identify a place for themselves in the 21st century world

2. **School Data Analysis.**

	Huntington Park HS	School of Social Justice	Difference
2011 API	605	721	+115 points
% Proficient in CST ELA 2011	24%	51%	+27%
% Proficient in CST Math 2011	8%	31%	+23%
9th Grade Matriculation	70%	92%	+22%

The SSJ Design Team currently works as a small learning community within the complex of Huntington Park High School (HPHS), which serves 4,080 students. 98% of these students are Latino, 1% are African American and the remaining percent consists of other races. English Language Learners constitute 28% of the total student population and 9% are receiving Special Education services.

Recent school data shows that HPHS increased their graduation rates less than 1 percentage point from 52% to 52.3 % while attendance rates decreased from 93.1 to 92.8%. The CST results indicated that HPHS did not meet the performance meter target goals reaching only a 24% proficient or advanced for ELA and 8% proficient or advanced for Mathematics while accumulating a 606 API score.

School of Social Justice Performance Meter Targets Met
- Reached an API of 721 for the 2010-2011 school year (See API Calculation Attachment, in Appendix P).
- Performance data from 2011 CST showed growth in all 9th grade tested subjects
  - 50.9% scored proficient or advanced in ELA (Met Annual performance meter target of at least 39 proficient or advanced)
  - 31.0% score proficient or advanced in Mathematics (Met Annual performance meter target of at least 27% proficient or advanced)
- 92% of 9th graders matriculated to 10th grade putting us on track to meet performance meter targets of at least 70% graduation and 75% percent of students on track to meet A-G requirements by the year 2013-2014.
- 96% of students have proficient attendance (Surpassed the Performance meter target for percentage of students being present at least 96% of the time)

Priorities and Action Plan (*Please see Attachment our Action Plan*)

- Continue surpassing performance meter targets by scoring higher than 54% and 47 % proficient or advanced in the CST in both ELA and Math respectively, while simultaneously decreasing the percentage of students in all subgroups scoring FBB and BB.

- CAHSEE goal for 10th grade class is to reach at minimum 75 % of our 10th graders scoring at proficient (380 score) on both CAHSEE ELA and Mathematics the first time they take the test.
- Attendance rate for both students and staff is aimed at surpassing 80% of students and teachers attending school at least 96% of the time with yearly increases, surpassing performance meter yearly targets.
- Matriculation of 9th graders will be targeted to increase our current 92% of students moving on to the 10th grade.
- Reclassification of ELLs is targeted to surpass the performance meter annual target of 24% in 2012-2013 and 27% in 2013-2014.
- Increase percentage of parents that talk to teachers to over 75% surpassing performance meter target of 75% by 2013-2014.
- Ensure that more than 75% of parents participate in School Experience Survey, surpassing that performance meter target of 50% participation by the year 2013-2014.
- Continue individualized graduation plans and programming students based on students' individual needs, including academic and CST data and District initiatives.
- Focus on Interventions before suspension to ensure that students do not lose more minutes of instruction.
- Continue building a positive culture and climate in which over 95% of the students will feel safe on campus as measured by school experience survey.

School of Social Justice will work collectively with all stakeholders to target an API of 800 points. The School of Social Justice will work to increase the percentage of proficient and advanced students in all subgroups. By continuing to set clear expectations for all stakeholders, creating positive partnerships with parents and community and implementing a proactive system of intervention, our priorities will be met.

3. **Applicant Team Analysis.**
   Applicant History Data Sheet and other team data (Appendix F).

Huntington Park High School has been a low performing school with a deeply embedded culture that has not been conducive to student achievement. Year after year the data has shown that the students at HPHS do not master critical academic concepts and leave high school without a diploma or the skills necessary to be successful in post secondary education or workforce.

Prior to being teachers at the School of Social Justice, we serviced HPHS for a range of years. Combined we have twenty years experience working with the population that will be attending South Regional High School #7.

As teachers working at HPHS for a varied number of years we were aware of HPHS's results and yet continued the trend of working individually in isolation to help our students be successful. Our individual results showed increases in CST results when compared to those of our colleagues teaching the same grade level content.

As leaders of our respected PLC groups we saw teachers not collaborating and wanted to change this because we knew that collaboration not isolation was key to school wide not individual student success. We wanted to join teachers with similar values and beliefs to work collectively for the common goal of student achievement.

In the 2010-2011, we took the challenge and opportunity to open a small school within the HPHS campus. Our endeavor stemmed from not only the lack of collaboration within our departments and PLCS's but also from seeing the numerous instances Huntington Park High School was identified as a focus school. Even though HPHS made enough gains to be removed from the focus list for the 2009-2010 year; our team of teachers continued to work towards making progressive and systematic change that would lead to student learning and success.

In August of 2010, the School of Social Justice began its first year of operation as a small school with a class of 9th graders. The common values and beliefs that defined our team served as the guiding and driving force behind creating and delivering to all students a rigorous, relevant and engaging curriculum. We know first-hand that these core values and beliefs will ensure a successful school environment and academic achievement for all our students.

Work Ethic and the Commitment That All Students Will Learn
The instructional program at the School of Social Justice is driven by the belief that all students can learn. The teachers at the SSJ have committed themselves to collaborate in a systematic process to analyze and improve classroom practice through a continuous cycle of learning to ensure that all students learn. As teachers we know that it is necessary to provide proper and timely academic intervention to address students' individual needs. To begin this process at the beginning of the school year, student data was analyzed and used to create our students' class schedules which were individualized and included the necessary built in academic support to make certain the students were on the path to success. We held meetings with parents and students to guide them through the students' schedule which allowed them to understand how the teachers at the SSJ use data to improve instruction and guarantee student achievement. Various forms of intervention were available and utilized throughout the school year to continue to support student learning.

What has helped us through the challenging work of creating an instructional program to ensure all students learn is our common attributes of being dedicated, hardworking, flexible, committed, and self-reflective. Our vested interest in students has allowed us to continue developing and strengthening the instructional program we provide to our students

True Partnerships with Parents and the Community
It is important for us to build and strengthen family and community partnerships that will assist in helping our students be academically successful. The teachers at the School of Social Justice believe that the Framework of Six Types of Involvement by of Joyce Epstein is essential in involving our parents in their students' education.

1. **PARENTING**: Help all families establish home environments to support children as students.

2. **COMMUNICATING**: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

3. **VOLUNTEERING**: Recruit and organize parent help and support.

4. **LEARNING AT HOME**: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

5. **DECISION MAKING**: Include parents in school decisions, developing parent leaders and representatives.

6. **COLLABORATING WITH COMMUNITY**: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. SSJ will ensure that we have constant communication and interaction throughout the year with parents and community members through various forms of media (Newsletter, meetings on a monthly basis, etc.).

Mutual Accountability

It was important to all the teachers working towards establishing this small school that we create a culture of accountability. We were all in teacher teams at Huntington Park High School in which teachers did only the minimum work or did not work at all. Many teachers would spend Professional Development complaining about students not doing their work or parents not being involved. The blame for lack of student success was put on everyone else but themselves. We know that teachers need to reflect on our own practice, continue to grow professionally and set measurable goals to maximize student achievement. All stakeholders at School of Social Justice will know what is expected from them and will be involved in analyzing data to create measurable goals. After expectations and goals are in place, stakeholders will commit to achieving them and on-going performance will be measured to gauge whether or not the goals and expectations have been met or if additional support is needed. Data driven instruction, reflection of practice, and continuous professional development will assist in facilitating accountability. This process will ensure that a culture of accountability is firmly established and that every person in our small school will be held directly accountable for their performance and the success of the school as a whole.

4. **Informational Summary.** *See attachment in appendix.*

B. INSTRUCTIONAL PLAN

The Instructional Plan is what will guide your implementation from year to year. This section is divided into three subsections: (1) *Unwavering Focus on Academic Achievement; (2) School Culture*, *Climate and Infrastructure*; and, (3) *Leadership that Supports High Achievement for Students and Staff*.

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

     a. Instructional Program:

In an ever-changing world it is imperative that our students realize that the world is complex and constantly changing and that students play a critical role in the ever-changing times. The School of Social Justice believes that global awareness and understanding is important for students to function effectively in a pluralistic society. Most students entering high school are not cognizant of their surroundings or globally aware. Our students need to understand the relevance of the world to themselves in order for them to realize that they have a place in society and the power to impact their surroundings. Our curriculum and instruction are designed to combine rigorous academic standards and an emphasis on technology that will engage and challenge students to think critically, problem solve, communicate effectively and collaborate with their teachers and peers to fully understand the theme of Social Justice and its relevance to their education and future. The curriculum and instruction will ensure students are prepared with the 21st century skills needed to meet global challenges and help students identify a place for themselves in the 21st century world.

The Social Justice theme will guide students to first understand themselves in order to fully understand the injustices in the world and how their decisions everyday can impact those around them. To internalize the complex theme of Social Justice, students at each grade level will have a thematic focus that will help guide the curriculum and be the topic for units of study, project based learning and interdisciplinary projects. These units will be driven by essential questions that students will explore throughout the content areas. The following grade level thematic topics will build upon and support each other to create globally aware leaders that will be college/career ready and motivated to make an impact in their society.

- **9th Human Rights**
- **10th Individual and Society**
- **11th Personal Responsibility and Community Activism**
- **12th Law and Justice System**

The teachers at SSJ will lead and facilitate learning through these essential thematic topics which will create learning environments that both simulate real world situations and immerse students in community problem solving. SSJ will be a forum for students to identity their voice and leadership qualities to positively impact their community and world around them. Students will develop a sense of empathy and will be given the opportunity to work with individuals and organizations whose mission and vision is to provide service and justice to all people.

The instructional program at School of Social Justice is driven by the belief that all students can and will learn. To guarantee this result, teachers are committed to work collaboratively to create and deliver to all students an engaging, rigorous and relevant curriculum that is focused on learning. Teams of teachers work together to establish essential learning based on CST and CASHEE blueprints and SAT and ACT and Early Assessment Standards assessed. The vehicle that supports this work is the extensive research and implementation success of Richard and Rebecca Dufour's Professional Learning Community framework that has been endorsed and written about by many experts in education including Mike Schmoker, Robert Eaker, Michael Fullan, Douglas Reeves and Linda Darling-Hammond. These current researchers and theorists have overwhelmingly concluded that the framework of a professional learning community is linked to effective teaching and learning through a clear, collaborative, data driven standards based instruction with timely intervention. School of Social Justice will continuously focus on student learning by answering the following 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?*

As a learning community focused on results, School of Social Justice stakeholders collaborate in a systematic process to analyze and improve classroom practice through a continuous cycle of learning. Every teacher is part of a team that closely analyzes various forms of data, identifies the essential standards that need to be mastered,

develops thematic curriculum maps, creates the common formative and summative assessments to gauge learning and implement the intervention strategies to support the needs of all students. As part of this cycle teachers will implement the Response to Instruction and Intervention (RTI[2]) process to guarantee for all students a standards-based instruction that is differentiated, culturally responsive, research based and aligned to grade level content, which are the elements of effective first instruction.

The School of Social Justice instructional plan is driven by the following five research proven principles that will prepare students for a postsecondary education and/or a career

- *21st Century Skills*
- *Interdisciplinary Studies*
- *Project-Based Learning*
- *Robert Marzano's Instructional Strategies*
- *Technological Integration.*

21st Century Skills

Students' success is defined by the mastery of critical thinking, problem solving, communicating and collaborating (Partnership for 21st Century Skills) which will enable students to be proficient in the academic content in the core subjects including English language skills, world languages, arts, mathematics, economics, science, geography, history, government and civics. Academic content will be broadened and deepened by weaving 21st century skills within our social justice theme.

Interdisciplinary Studies

The global exchange of knowledge, information and commerce will provide opportunities for people who are fluent in several disciplines and comfortable moving among them. An interdisciplinary study is an effective approach that develops student awareness, and a variety of interpersonal and technical skills that will benefit and enrich the life of the 21st century citizen. Research has shown that interdisciplinary studies result in:

- Better understanding, retention, and application of general concepts.
- Better understanding of global interdependency and the ability to appreciate other points of view.
- Better decision-making, critical thinking, creativity and understanding of complex problems that involve complex associations.
- Better problem-solving skills.
- Better attitude and appreciation of the role that they play as a member of the community.
- Increased motivation, interest and productivity of both students and faculty.

Project-Based Learning

Students will explore real-world challenges, develop a variety of skills, and learn to work collaboratively through Project-based learning. The high level of engagement in Project-

based learning will inspire students to develop a deeper understanding and knowledge of the connections between academic disciplines. By implanting Project-based learning we have found that student long-term retention of content is greater than through traditional textbook-centered learning. As students successfully complete projects, their level of confidence increases and they are able to take on more complex challenges

Project-Based Learning effectively integrates technology into the curriculum. Technologies that may be employed include computers and the Internet, interactive whiteboards, global-positioning system (GPS) devices, digital still cameras, video cameras, and associated editing equipment. Technology will be learned for its application to the roles and situations in which students will be placed in the 21st century.

The School of Social Justice will develop rubrics to monitor students' progress toward each project. Grade level projects will build on each other and culminate with a final senior multi-media presentation of their extended process of inquiry in response to their complex question, problem, or challenge.

School- wide Instructional Strategies

In order to meet the diverse needs of our students, SSJ has implemented the following instructional strategies based on the research of Robert Marzano, Debra Pickering and Jane Pollock. These five school wide strategies will support our instruction and ensure that the multiple intelligences that our students have are addressed.

1. **Summarizing and Note Taking**

   This strategy promotes greater comprehension by asking students to analyze a subject to expose what is essential and then put it in their own words. Students will use the Cornell Note Taking System which allows them to process the notes taken from a lecture or reading. They will be asked to record class material, develop questions or "cues", and develop a concise summary.

2. **Reinforcing Effort and Providing Recognition**

   Students' beliefs and attitudes have a significant effect on their success or failure in school. Teachers will show the correlation between effort and achievement. Although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Teachers will recognize the efforts and achievements of students. Teachers will personalize recognition to ensure the recognition of all students. Students will be given awards for individual accomplishments in class and at school assemblies. The "Pause, Prompt, Praise" method will also be utilized. If a student is struggling, the teacher will pause to discuss the problem, and then prompt with specific suggestions to help him or her improve. If the student's performance improves as a result, they will be praised for their accomplishments, as well as guided to seek goals that will challenge them individually.

3. **Nonlinguistic Representations**

Knowledge is stored in two forms: linguistic and visual and the more students use both forms in the classroom, the more opportunity they have to recall what they learned. Teachers will take advantage of all modes of learning and encourage students to use nonlinguistic representations. In class, students will be given the opportunity to use images and symbols to represent information.

4. **Cooperative Learning**
Research shows that organizing students into cooperative groups yields a positive effect on overall learning. This strategy allows students to become actively involved in their learning and discover their strengths as a learner of the content. Groups will be kept small for more manageability and a variety of criteria will be considered when forming them. Students will explore opinions and analyze perspectives. Nurturing student's experiences in a cooperative learning setting will allow students to problem solve through analysis. In groups, students will also be exposed to Problem Based Learning where students will need to work collaboratively together to find a solution to a given problem. Students will learn academic content and skills as they work cooperatively to solve a problem. Various forms of cooperative learning will be implemented in order to nurture the student from individual to a group setting. Strategies such as the Think-Pair-Share, Jigsaw, and reciprocal methods will be present in every classroom cooperative groups will be strategically selected in order to provide each student with the scaffolding from individual, to partner, and onto a team setting.

The theory behind cooperative learning is that this strategy assures a more student centered environment. Furthermore, effective cooperative learning occurs when students work together to accomplish shared goals and when positive structures are in place to support that process. As a result, students giving these experiences and opportunities will gain the skills necessary to be successful in various situations, be it post-secondary education or the workplace. Effective cooperative learning occurs when students work together to accomplish shared goals and when positive structures are in place to support that process (Johnson & Johnson, 1999)

5. **Cues, Questions, and Advance Organizers**
Cues, questions, and advance organizers will be used to help organize information and assist with comprehension and analysis of complex concepts. Teachers will ask questions in class to assess prior knowledge use graphic organizers such as the K-W-L chart, frame of reference and cause and effect charts and utilize a variety of thinking maps that will help students process information. This adopted strategy is a key tool to individualize and differentiate instruction for all students where the teacher is able to focus on the learning of the student making the content relevant to the student's needs.

Technology Integration
Our lives, our communities, our homes, are all affected by technology. The School of Social Justice will keep pace with current technology and will continually integrate it into the classroom. Our students will learn to use advanced computer skills to be successful with computer based intervention and enrichment programs. Students will have access to both computer labs and networked computers in classrooms, making the technology an integral part of the school environment and a seamless part of the

learning process. We understand that the Internet provides connections to real world experts and opportunities for expressing ideas with images, sounds and text. Students will be participants in the great convergence of information and media on the Internet. In addition, online sources will be used to provide each classroom with more interesting, diverse, and current learning materials.

We have experienced that technology integration is an effective means to reach different types of learners and to assess student understanding in multiple ways that reflect the multiple intelligences that students possess. Students are more likely to stay engaged, and on-task, reducing behavioral problems in the classroom.

b. Core Academic Curriculum:
The curriculum at School of Social Justice will be data driven and results-orientated and teachers will be accountable for student progress in the classroom. SSJ curriculum maps and pacing plans developed in content subject professional learning communities will prepare students for benchmark assessments and guide and define the scope and sequence of the curriculum taught in our school. In order to ensure students are successful in their academic classes and meeting state standards, SSJ will provide individualized academic support and intervention for all students. We will use our autonomy to select textbooks, programs and supplements that will lead students to think critically in a student centered atmosphere where students are working collaboratively to achieve their individual learning goals. In addition, SSJ will partner with the nonprofit organization *Facing History and Ourselves* to assist in making content more relevant and connect students to issues facing the world today through their lessons aligned to our 4 year thematic sequence. The combination of these programs, school wide instructional strategies and teacher facilitation will ensure mastery of all core California State standards for all students.

See Appendix for SSJ Curriculum Development

<u>**Academic Support and Intervention**</u>
- **Summer Bridge Program**- The Summer Bridge Program is designed to provide incoming 9th graders with a summer high school orientation experience and opportunity to strengthen their academic skills while working on their academic goals. Students will practice the skills necessary to be successful in high school and be provided intervention or enrichment courses in math and English based on their individualized academic plan. The teachers at School of Social Justice will ensure that students are aware of the schools resources, expectations and culture and experience a positive transition to high school.

- **Year-long Math and English courses**- Based on CST scores, diagnostics and final grades in Math and English students in the 9th and 10th grade year will take year long courses in Math and English to assist with mastery of core standards. Students in year-long sequences will take the core class along with intervention support classes. Parents and students will be given the data and criteria used to place the student in the appropriate classes prior to the beginning of the school year on orientation day. Parents and

students will be involved in data driven dialogue in order to provide them clarity and understanding of placement.

- **Advisory**- Students will receive bi-weekly progress reports that will be taken home to continue actively engaging parents in their child's academic progression. These bi-weekly progress reports will also be used to schedule Advisory intervention and enrichment classes. Three days a week students will be placed in an academic focused Advisory based on their academic progress and individualized needs. During the two additional days, students will receive grade level appropriate guidance which will consist of strategies to be successful in high school, academic goal setting, CASHEE and CST review, preparation for PSAT, SAT, and college and career research. In addition, Advisory will serve as a forum to address important topics such as character building, bullying, sexual harassment, and drugs and alcohol use.

- **Guided Study**- Students who do not complete their homework assignments or do not illustrate the criteria of quality work on their assignments, will be required to attend Guided Study before school, during lunch and/or afterschool until the assignment is complete and/or the student has mastered the content being assessed.

- **Tutoring**- Teachers will be available everyday in the morning, during lunch, and afterschool to provide students with additional academic support.

Facing History and Ourselves
To supplement the curricular programs and school wide instructional strategies, resources and lessons from Facing History and Ourselves will be used in all grade levels. Facing History and Ourselves in a nonprofit organization that seeks to inspire young people to take responsibility for their world. Aligning with the Social Justice theme of our school, Facing History and Ourselves will help cultivate the sense of civic responsibility needed to protect human dignity and prevent violations of human rights. Their scope and sequence units include various primary and secondary sources for students to analyze to better understand the past and their own future roles as leaders.

c. **WASC Accreditation:**
All students attending School of Social Justice will be enrolled in classes meeting the University of California (UC)/ Cal State University (CSU) A-G requirements and courses are aligned with State Content Standards. SSJ ensure that all graduates can attend a four year university after high school. Every student will complete an Individualized Graduation Plan (IGP) collaboratively with the academic counselor and parents as part of the fall programming process. Students will self-monitor their progress towards graduation with the guidance and assistance of their Advisory teacher using My High School Tracker which will allow students to become more aware of their own progress and give them clarity of classes needed for graduation. Extensive student intervention and support programs are offered to ensure students entering SSJ are successful in their college preparatory classes.

See Appendix for School of Social Justice 4 year Plan.

<u>**A-G requirements**</u>

A-Two years of history/social science, including one year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history.

B-Four years of college-preparatory English that include engaging in the writing process through a variety of writing tasks covering all writing genres, as well as reading a diverse selection of non-fiction texts and classic and modern literature.

C-All students at SSJ will be enrolled in a third year of Mathematics. After a parent/student IGP review, a fourth year of Mathematics will be highly recommended as the University of California recommends 4 years of Mathematics to be a highly qualified candidate. Finally, a fifth year of Mathematics will be offered for the students who want to pursue fields in mathematics and science or want to maximize their chances to be accepted to the University of California or a Private University.

D-Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.

E-Two years (three years recommended) of Spanish will be offered. Courses will emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture of Latin American countries.

F-One yearlong course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.

G-College-preparatory elective One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)

WASC Accreditation:

Upon acceptance of this proposal, we will begin the process of full accreditation with the Western Accrediting Commission for Schools and Colleges (WASC). This process of accreditation will provide opportunities for introspection and growth and give insight into how to better meet the academic and social needs of our students. SSJ will work with the WASC visiting committee chair and follow the initial visit procedures manual to ensure that we follow the steps to be found worthy of accreditation. The WASC accreditation will include the following steps:

Self-Study

The entire staff, student body, parents and community will be involved in writing the self-study report as members of our Home groups and Focus groups that meet to address the different categories of our self study which will be completed over a period of several months and aligned with our Single Plan for Student Achievement. School of Social Justice leadership will calendar time to conduct the self-study and complete the plan. Our leadership team composed of all stakeholders will assess both the school's strengths and critical academic needs and put together all focus and home group findings based on the following categories and criterion:

Category A: Organization	Category B: Standards Based Student Learning Curriculum
A-1 Vision and Purpose	B-1 Standards Based Curriculum
A-2 Governance	B-2 Student Access
A-3 Leadership and Staff	B-3 Graduation
A-4 Qualified Staff	
A-5 Ongoing Professional Development	
A-6 Resources	
Category C: Standards Based Student Learning Instruction	Category D: Standards Based Students Learning Assessment and Accountability
C-1 Challenging Learning Experiences	D-1 Data Collection and Analysis
C-2 Strategies and Resources	D-2 Variety of Assessment Strategies
	D-3 Review of Student Progress
	D-4 Assessment of Student Achievement
Category E: School Culture and Support for Student Personal and Academic Growth	
E-1 Parental and Community Involvement	
E-2 Culture	
E-3 Student Academic Support	
E-4 Student Personal Support	

First Self-Study Visit
The WASC visiting committee can be comprised of a school principal, a district office administrator, a classroom teacher, a school administrator other than the principal, a representative of a college or university, plus additional members who are representatives of the state department of education, a county office or board members. Prior to reviewing the self-study report, the visiting committee spends three and one-half days at the school to provide an outside perspective on the quality of the curricular and instructional program provided for students. The review will include student performance data, conferring with each school committee, observing school operations and classrooms, and dialogue with individual administrators, teachers, students and parents. During the visit, the committee will prepare a report of its findings. The report is presented to the school's Governing Council and shared with the entire staff and student body. It is then formally submitted to the school and the WASC commission with a recommended term of accreditation, the WASC criteria, the self-study and the findings of the visit.

Commission Action and School Follow-Up
The accrediting commission for schools will review the visiting committee reports and the recommended term. The cycle of self-study, visit and follow-up is normally repeated

every six years, a full term. However, schools may receive other terms that include one, two or three years or denial; in addition, schools may be required to take and report on remedial actions as a condition of continual accreditation. The Commission will communicate with schools during the cycle through written reports and short visits to support and encourage continual school improvement.

At the midpoint of the term of accreditation, a progress report will be prepared by the Leadership team summarizing the school's progress in implementing the school-wide action plan and changes that have occurred since the visit. The school may be required to have a review by two or more members of the original visiting committee that will monitor progress towards meeting goals and addressing critical needs.

d. **Addressing the Needs of All Students:** Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5.

To address the needs of ELD students, along with the instructional strategies discussed, the following SDAIE strategies will also be utilized to assist students in becoming academically successful: Teachers will speak clearly and use repetition. A variety of visuals (pictures, objects, media, demonstrations, etc.) will be provided to help make the content comprehensible for ELD students. Manipulatives and hands-on experiences will be used to help students link tangible objects to content. Teacher centered lectures will be limited to allow for cooperative learning. Teachers will focus on vocabulary development, review and preview lesson content and utilize various forms of assessments to ensure that all students are learning.

To address the needs of students with learning disabilities, along with the instructional strategies discussed the following strategies will be utilized to assist students in becoming academically successful: Clearly defined course requirements, a syllabus with dates of exams, and when assignments are due, will be given to students and advance notices of any changes will be provided. Copies of the syllabus will be ready three to five weeks prior to the beginning of the semester so textbooks are available for taping. Teachers will use more than one way to demonstrate or explain information and will break down complex concepts into smaller components when teaching a lesson. Time will be made for reviewing the previous lesson, clarification of directions and essential information. If needed, students will be allowed to tape-record lectures. Teachers will use a variety of cues, questions, advance organizer and visual aids. Students will assist fellow students during in-class assignments, cooperative learning activities and afterschool for tutoring. For writing assignments, assistance with essay cohesiveness, sentence structure and proof reading will be provided in order to strengthen their writing skills. Students will be given the opportunity to type writing assignments and use spell-check and grammar assistive devices. Students will be provided with study guides and review sheets for quizzes and exams. Alternative assessments will be given to students to check for understanding and mastery of standards.

Vertical Articulation:

In order to facilitate a smooth vertical transition of students from 8th to 9th grade, teachers from the School of Social Justice will collaborate with teachers from the feeder middle schools by specific content areas for a continuous cycle of learning that will ensure all students are prepared with the skills necessary to be academically successful in high school. All teachers will commit to discuss instructional strategies that assist students to be more successful in rigorous coursework, develop curriculum that builds upon the learning experiences of prior years and sets a foundation for learning in subsequent years, perform classroom observations and offer an opportunity for reflection and peer feedback.

In addition, as part of this ongoing cycle, teachers from the feeder schools will participate in data driven dialogue sessions with SSJ teachers to begin analyzing CST and Periodic Assessment results, classroom formative and summative assessments and academic grades. This work will lead to creating individualized academic plans for all students entering SSJ so that they can be programmed in the classes needed and assigned the intervention or enrichment opportunities needed to maximize their success and ensure that they graduate in four years.

This partnership with the feeder schools will build a cohesive community among the middle and high schools, as all stakeholders begin to collaborate to establish linkages and connections that create a seamless education for all students.

e. Early Care and Education: *Not applicable*

f. Service Plan for Special Education: See Appendix E

B-2. Professional Development (PD)
  a. Professional Culture:

  Professional Culture
  SSJ envisions a culture based on a shared mission and vision that is characterized by collaboration. Teachers will focus on building trust between colleagues, encouraging open communication and supporting the development of our educators. Teachers at SSJ will engage in team building activities, peer classroom observations and shared learning opportunities. Protocols and guidelines used in *Critical Friends Groups* will be used to develop systematic processes. These activities and structures will be introduced to teachers through continuing professional development. It is critical that educators trust one another and are open to constructive criticism. In order to ensure this, SSJ propose ongoing, low-stakes evaluations of current practice geared towards improving our collective results as well as use the training and resources provided by the *Center for Adaptive Schools*.

  SSJ teachers engage in reflective instruction such that all team members are focused on continual improvement of student performance. We use a systematic process in which

achievement data is analyzed, plans for improvement are decided upon, student benchmarks are set and specific results are quantified. Our expectation is that all team members be fully committed to achieving their highest level of performance. We provide both the analysis of progress necessary to provide direction for improvement and the professional development needed to improve practice.

It is our goal to hold one another accountable continuously for our professional progress. We engage in collective inquiry openly, honestly and constructively to ensure the best possible learning environment for our students.

Professional Development
Our professional development plan is focused on a commitment to student achievement, encouraging a collaborative professional culture, maintenance of collective planning opportunities and facilitating data driven decisions. Protocols such as those used in *Critical Friends Groups* will be tools and guides that teachers at SSJ will use in order to facilitate an effective professional development.

Student achievement is paramount to our goals and thus is the primary focus of our professional development. Educators will work together to analyze student performance, set goals for student achievement, implement instruction and intervention strategies to achieve these goals and analyze student performance to gauge the effectiveness of our strategies. We believe that making this the focus of our professional development will facilitate an atmosphere of high achievement among all stakeholders.

Developing a collaborative culture will allow us to more effectively focus on student achievement. Our faculty will be encouraged to share effective strategies and methods, plan teamed student interventions, build shared knowledge and attend regular training and conferences. We will build an environment that is conducive to sharing both successes and areas of need. All team members will work collectively to provide the best possible professional working environment for one another. This in turn will facilitate an atmosphere of high achievement on our campus.

Collective planning time is a key component of our professional development. Educators will have ample opportunities to plan common instruction and assessments within their subjects. This will strengthen the practice of each teacher while also providing a high level of academic rigor for students. Collective planning also provides a level of standardization between classes that is often lacking in the public education system yet is highly beneficial for student achievement.

We firmly believe that effective decisions are data driven decisions. We will use data to drive our decision making processes as individual teachers, collective departments and as a whole school. This will facilitate the setting of quantitative, achievable goals while also helping to measure our progress towards those goals. This cyclical method of using data to drive decisions and gathering data to assess achievement is critical to student achievement.

b. **Professional Development**:

c. Professional Development opportunities for teachers will be scheduled in the afternoon during Early Release Wednesdays. The first and third Wednesday of each month are used for instructional professional development. Instructional PD days are purposefully designed in order for teachers to 1) learn and utilize new strategies to differentiate instruction for all learners; 2) create vertical and horizontal curriculum planning; and 3) develop various assessment methods that will help raise academic achievement of all students. The second and fourth Wednesday will be used to monitor and address students' needs, analyze students' work, academic grades, test scores, and behavior.

d. **Teacher Orientation:** Describe the orientation 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.

An ongoing orientation program and professional development for new and current teachers will cover a variety of topics that will enable teachers to be effective teacher leaders that dedicate themselves to fulfill the mission and vision of SSJ. They will understand and become part of maintaining the culture of the school and will receive differentiated professional development based on a needs assessment. All new teachers will immediately upon being hired, be given a mentor teacher with the same content area background that will provide an overview of our curriculum and any other assistance needed throughout the first two years. In addition various seminars and workshops on classroom management, differentiated instruction strategies, parent engagement, guidelines in the use of rapidly-changing technology, special education, English Learners, student engagement, standardized assessments and data analysis will be given throughout the year by teachers that are experts in those topics.

SSJ will conduct a teacher orientation for all new teachers two weeks prior to the opening of the new school year. The orientation's main goal is to provide the new teachers with the appropriate and relevant support system necessary to succeed in the profession and to ensure that their goal of maximizing student achievement is accomplished. During the New Teacher Orientation, the new teachers will be introduced to the school culture and professional culture that SSJ strongly adheres to. New teachers will also have a first-hand experience to tour the campus, and get themselves acquainted with the physical structure as well as the leadership team of the school and their assigned mentor.

New teachers will be provided with valuable information about our mentoring program. During the course of the year, the mentor will work with the beginning teacher on specific areas of growth that are addressed trough cognitive coaching cycles. Mentors will meet new teachers regularly and will spend time co-planning lessons, observing the lesson and debriefing the new teacher so that it leads to reflection on what part of the lesson was successful and what needs improvement.

This program is an integral part of the school design because of the collegiality it will promote. It is a critical and key component in providing strong and consistent professional development and support for new teachers that is non evaluative or judgmental. During the course of the year, the mentor will work with the beginning teachers on these areas using an Individual Growth Plan that focus on: support for student learning, planning and designing instruction, classroom performance, developing as a professional educator, and punctuality, attendance and record keeping. Mentors will schedule weekly regular meetings, classroom observations and post-conferences with new teachers to keep the new teachers informed of what classroom strategies worked and the critical areas that need improvement and enrichment.

In addition, both the new and existing teachers will undergo a professional development training one week prior to school opening. They will attend workshops on Robert Marzano's strategies, differentiated instruction (including special education and English learners), standardized assessments and data analysis, inclusion, measures of intervention (RTI^2), Project-Based Learning, Interdisciplinary studies, advisory, parent connections, guidelines in the use of rapid-changing technology, and calendar planning of events. This orientation will prepare the teachers to work collaboratively to analyze student data, identify needs and implement instructional strategies to create a fully supportive learning environment with effective first teaching for all students.

e. **PD Program Evaluation:**
For professional development programs to be effective there has to be an ongoing, system of evaluation, reflection and needs assessment to modify the program based on areas of need that are identified. Having professional development that finds the right answer to a student's problem or a difficulty the school faces is valuable and success tends to have a snowballing effect—the better the students perform, the better the school becomes which in turn affects educator job performance and satisfaction. The best way to evaluate a program is by collecting data on how it is impacting student achievement in the classroom. If student learning is being impacted then the program is working. If learning is stagnant, there is a need to self reflect and look at what the issues are to modify our PD program to meet the needs uncovered.

By committing to ongoing evaluation, teachers can create a professional climate that is focused on students best interest not on adult agendas. Many principals and teachers, after committing to evaluating themselves and their professional development programs become intensely engrossed in the search for what does and does not work in the classroom. Such enthusiasm can only be attained by emotionally and intellectually involving educators in a cooperative, collegiate on-going quest for self-improvement that derives from program evaluation.

To evaluate the effectiveness of our professional development program in relationship to student learning, standardized, curriculum-based and teacher-developed assessments will be used. Since professional development is a change process, PLC teams will repeat data collection activities on a regular basis. The teams will document the program's efforts to make an impact on student success, and to be able to relate a positive impact to specific professional development activities.

Each professional development cycle will culminate with a survey that focuses on four levels of achievement to measure the effectiveness of PD: Level 1: Determining participants' reactions to the experience; Level 2: Measuring the knowledge and skill which participants acquire as a result of professional development; Level 3: Measuring participants' actual use of knowledge and skills they have gained; and Level 4: Measuring the impact of participant changes in knowledge and skills on student learning.

Teachers gather data on each of these four topics to evaluate impact on students and will develop a network of peer assistance within our school to help support our professional growth. By doing both these things, teachers are ensuring that we will stay current on effective learning practices and continue the main goal of Professional Development, to make a positive impact on student learning.

See attached Appendix for "Survey on PD"

B-3. Assessments and School-wide Data

   a. Student Assessment Plan: Describe the school-wide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school. If you are a traditional, pilot, ESBMM, or network partner team seeking assessment autonomy, describe how you will use the autonomy.

   Assessment Plan

   At the School of Social Justice the primary goal of assessment is to ensure students have mastered the California state standards and maximized student learning. Teachers and staff at SSJ use a variety of assessments based on learning modalities and multiple intelligences to ensure assessments reflect all student learning styles. Formal and Informal assessments will be utilized during the school year to measure overall ability and skill, help identify students who do not meet or who exceed grade level expectations, assess prior knowledge, build on student knowledge, monitor students' progress to determine whether students are making adequate progress and assess specific targeted skills and standards to provide information for planning more effective instruction and interventions. Assessment results will be used to create a comprehensive data profile for each student to assist teachers in gauging individual progress and assign the intervention or enrichment opportunities needed to maximize their success. Parents and students will be involved in the assessment and evaluation process which will allow them to understand how the teachers at SSJ use data to improve instruction and guarantee student achievement.

   The following forms of assessments will be used to assess students at SSJ:

Pre- Assessment

At the beginning of the school year all students will be given a pre-assessment to measure their ability and skills in core content areas. The results will be used as a reference point for instruction, intervention and/or enrichment necessities. Throughout the year pre-assessments will be given to assess prior knowledge in order for teachers to build concepts sequentially and for students to construct new knowledge in the specific content areas.

Projects and Classroom Informal and Formal Assessments

Students will be engaged in Project Based Learning which will require the use of performance based assessments that measure mastery of content standards. Students will also be given a variety of informal and formal assessments based on multiple intelligences after specific content and standards have been taught to ensure all students are able to demonstrate they have mastered the skills and standards being assessed. 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.

Observations

In creating specific individualized intervention plans for students, teachers will focus on specific students, who are not meeting the academic standards expected of them, to observe in class and take notes on that will be added to their data portfolio. Teachers across subject areas will collaborate and decide what they will observe which may include, behavior, work habits and work produced in class.

Diagnostics

All 10th grade students will be given a CAHSEE diagnostic in math and English to monitor student progress and ensure the specific skills that will be required for students to pass the CASHSEE are mastered. Results will provide information for planning more effective instruction and interventions to ensure students pass the CASHEE on their first attempt.

Periodic Assessments

The School of Social Justice will use the Secondary Periodic Assessments as a formative measure of student progress in English/Language Arts, Mathematics, Science, and History/Social Studies. The assessments will be given after the content has been taught to ensure results are an accurate form of assessment. Periodic Assessments contain CST

formatted questions which will not only measure students' understanding of content and but also prepare them for the CST as teachers use the results to inform instruction.

Common Formative and Summative Assessments

Teachers in their Professional Learning Communities will collaborate to share, develop and implement ways to improve student achievement. Teachers will constantly analyze the effectiveness of their lessons through data analysis and peer observations in order to make immediate and meaningful adjustments. PLC members will create curriculum maps for each unit that will contain the essential standard/s students must master for the unit, and the Smart Goals that will be achieved after each unit. PLC members will create common formative assessments for each support standard and a summative assessment for the unit. Once the formative assessments have been completed teachers will collaborate to analyze student results to determine if the standards were mastered and Smart Goals were achieved. If needed, specific forms of intervention will be provided for students to ensure students have mastered the content standards.

Portfolios

Students will create a portfolio that contains work samples of their academic achievement from their four years in high school including: end of the year project summaries, assignments and/or projects that showed growth and mastery of academic content, summaries displaying how educational trips attended contributed to their academic growth and learning, and an extra-curricular section that will describe the experiences and learning gained from club memberships, involvement in athletics, and/or volunteering in the community. Each student will present his or her portfolio in front of a panel of evaluators and discuss how all these meaningful learning experiences contributed to the their development as a globally aware leader who graduates SSJ with the 21st century skills, critical thinking, problem solving, and effective communication, needed to be successful in post secondary education and the workforce.

District Tests

Students will take the State Standardized Tests such as CSTs and CAHSEE exams to measure overall learning objective outcomes.

See chart attached in the appendix

b. **Graduation Requirements**:

To qualify for high school graduation, every student enrolled in the School of Social Justice must complete the following requirements
- Minimum fifteen A-G course requirements stipulated in the California Education Code. This includes 40 credits of English, 30 credits of Social Science, 30 credits of Mathematics, 20 credits of Science, 10 credits of Foreign Language or Fine Arts, 5 credits of Health, 20 credits of PE and 75 credits of Electives. Students are also required the following:
- Computer literacy requirement.
- Pass the California High School Exit Exam (CAHSEE) in ELA and Mathematics.

- Minimum of forty community service hours
- Completion of a minimum of two service learning projects
- Complete a portfolio assessment during their senior year.
  - The portfolio must contain work samples of their academic achievement from their four years in high school including: end of the year project summaries, assignments and/or projects that showed growth and mastery of academic content, summaries displaying how educational trips attended contributed to their academic growth and learning, and an extra-curricular section that will describe the experiences and learning gained from club memberships, involvement in athletics, and/or volunteering in the community. Each student must present his or her portfolio in front of a panel of evaluators and discuss how all these meaningful learning experiences contributed to the their development as a globally aware leader who graduates SSJ with the 21st century skills, critical thinking, problem solving, and effective communication, needed to be successful in post secondary education and the workforce

c. **Data Collection and Monitoring**:

At the School of Social Justice the use of data will drive the decision making process at the individual student, classroom, and school level. Multiple forms of data collected throughout the school year will contribute to planning effective instruction, and intervention and enrichment for our students. The data collection and monitoring plan is as followed:

1. Data Collection- Data will be collected from the following:

- Pre- Assessments
- Projects and Classroom Informal and Formal Assessments
- Observations
- Diagnostics
- Periodic Assessments
- Common Formative and Summative Assessments
- District/State Tests
- Attendance
- Behavior

2. Analyze data
Our data analysis team and teachers in their Professional Learning Communities, on a constant basis, will analyze data from all the informal and formal assessments discussed in the Assessment Plan. We will gauge individual progress and ensure the systems are in place to meet the needs of all students to maximize student achievement.

3. Inform Instruction
Multiple forms of analyzed data will assist in monitoring student progress, informing instruction, improving teacher effectiveness, and facilitating accountability to ensure all

students meet their learning objectives. In all classes, teachers and stakeholders will use data results to monitor student progress on mastery of academic content and achievement goals. If the goals are not being met and the students have not mastered the academic content or skills needed to progress in the curriculum, teachers and teams will implement the necessary intervention steps in class to address learning difficulties and academic needs. To ensure delivery of effective instruction for students, teachers will set measurable goals based on data results.   All teachers will be involved in creating a focused and sustained professional development program that allow them to be effective in the classroom and be able to differentiate instruction to maximize effectiveness of good first teaching as the most important intervention for our students.

There will be several opportunities for growth through peer observations and reflection, cognitive coaching observation cycles that lead to self reflection and professional development that is differentiated based on teacher need to fully implement our instructional program and curriculum. This process will ensure SSJ continues to be data driven and that all stakeholders will be held directly accountable for their performance and student learning.

4. Implement Intervention and Enrichment
Data results will be utilized to program students and create individualized educational plans based on students' individual needs. At the beginning of the school year student data, which included 8th grade CST scores and final grades and a pre-assessment, was analyzed by various stakeholders and used to create our students' class schedules which were individualized and included the necessary built in academic support to make certain the students were on the path to success. Throughout the semester assessment results will be analyzed and compiled in the students' data portfolio. This data will facilitate assigning individualized intervention or enrichment placement for advisory, support classes and guided study.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate
    a. Description of School Culture:

        i. Management of Multiple Schools: *As a pilot school, this is not applicable*

Overview

School of Social Justice will foster a safe positive academic and behavioral learning environment where students are able to collaborate with one another, take ownership of their learning and produce quality work. Students will be respected as unique individuals who have something relevant to contribute to the learning taking place in the classroom. Teachers will focus on student strengths and talents to support students in developing the skills and strategies needed to assist them in becoming confident participants in class and their communities. Students' backgrounds will be recognized and integrated into instruction to make the content relevant and meaningful. Teachers will share a responsibility for student success and work together in PLC's to continue improving instruction and assure that the needs of all students are being met.

School of Social Justice is committed to providing students with a rigorous academic program and the educational support needed to meet our high expectations. All children deserve a quality education that will propel them to be leaders in the global community. It is our obligation to provide this education and impart the skills required for success in high school, college and beyond. Our goal is that students will be able to select a career path of their choice without being limited by their socioeconomic background. We believe that this will best be accomplished in a small school environment. A small, personalized learning community helps to ensure that the needs of each student are addressed. It encourages collaboration between educators and brings a sense of community to the student body. It encourages teachers to invest personally in the future of their students and, in turn, this increases student accountability. Research has consistently shown that this type of environment is most effective for students from socioeconomically depressed backgrounds.

Transforming school climate and culture
It is essential to establish a climate that embraces and practices shared leadership to drive the school forward. Every stakeholder has to help establish an environment of high standards where everyone believes that all students will learn and commit to sharing in the responsibility to attain student achievement. If our stakeholders believe and act on this belief of high academic achievement our students will embrace the support and work towards reaching the highest level of achievement. This culture would lead to multiple people identifying struggling students early to provide the interventions needed for their success. We will establish a culture where failing is not an option as high performing teacher teams and school leadership teams contribute to capacity building of students by having the support systems in place.

In addition, it is important to establish a climate where students are proud of their school and have several opportunities to exercise that honor and pride through extracurricular activities that help student development. For some students athletics or clubs become the vehicle for academic success. Students embrace adult support and can more easily establish positive relationships with their teachers, administration and staff when they see that these adults are supporting them with the activities they enjoy.

Most importantly, we realize that a positive school climate does not happen by accident. We know it requires commitment of all stakeholders to understand essential school functions that will help solidify a positive climate. We will adopt school wide practices that build character and prevent inappropriate student behavior, promote meaningful student leadership and active parent engagement, adopt programs and follow policies to prevent risk behaviors, such as substance abuse, bullying and harassment, and track and analyze school data of rule infractions, risk behaviors and ongoing climate surveys. Our students will want to come to a school that is safe and conducive to learning and embraces positive behavior, excellent attendance and academic excellence by recognizing our students that help support this important positive climate and culture.

Increasing effectiveness of teachers and staff
Our leadership team, including our principal, administrative team and teacher leaders will work collectively to improve teacher effectiveness. There will be several opportunities for growth through peer observations and reflection, cognitive coaching observation cycles that lead to self reflection and professional development that is differentiated based on teacher need to fully implement our instructional program and curriculum. All teachers will be involved in creating a focused and sustained professional development program that allow them to be effective in the classroom and be able to differentiate instruction to maximize effectiveness of good first teaching as the most important intervention for our children.

Ensuring a relevant, rigorous and engaging curriculum
A relevant, rigorous and engaging curriculum is created when a culture embraces the belief that all students can learn this challenging curriculum that will produce a college going atmosphere. We are prepared to use data to provide a clear focus to curriculum

priorities by identifying what standards and real world applications are essential for students to succeed in college or the work force. In addition, we will use classroom level data to continuously monitor effectiveness of our curriculum to ensure that our teachers are self -reflective and use a variety of instructional strategies and best practices to engage our students. We understand the need to create multiple pathways to rigor and relevance based upon a student's personal interest, learning style, or individual needs. Our curriculum will help all stakeholders set high expectations that we will monitor to hold both students and adults accountable for a student's continuous improvement that leads to maximum student success.

Parent partnership
We will embrace our parents as true partners in our children's education. In order for a new school to be successful, parents should play a role not only in the promotion of their own children through parenting and learning at home, but more broadly in school decision making, volunteering and effective communication.

Shared effective Leadership
We embrace leadership that believes in justice and equality for all.   We understand the need to create a democratic school community fostering skills and practices of strong leadership. We will foster a collaborative culture by ensuring that all members of the school community play a role in determining the direction of the school. We will create the operational structure that allows for all stakeholders to lead the thinking of the school and participate in making decisions at all levels. We will create opportunities for teachers, parents and other members of the school community to become leaders and decision makers as we work together to build on the successes and solve the issues that may affect our students.

We are confident that our students will have the skills necessary to become successful and productive members of the global community. Our practices, structures and policies are geared towards creating this success. We are specifically focused on four areas: academic rigor, teacher collaboration, professional development and accountability.

Academic Rigor
All students deserve a high quality education and should be held to high performance standards in order to achieve their goals. High expectations drive student achievement. We believe that all students are capable of high achievement and it is our responsibility as educators to demand this level of performance. We pledge to create an environment where all students are encouraged and supported to perform at the highest levels.

Collaboration
In order to achieve success, we believe there must be a focus on collaboration. Teachers must work together to efficiently plan and implement classroom strategies for success. Administrator and teachers must collaborate to create a safe and effective campus environment. Parents and schools must partner to encourage high student

achievement. It is critical that all stakeholders share a common vision for success. We are committed to providing the collaborative atmosphere necessary to reach this goal.

Professional Development
We believe that continuous and effective professional development is a key component that will drive success of our small school. We value continual reflection of our teaching practices and refinement that will allow us to further develop as educators. It is critical that we use data to help us reflect on our practices and guide us in our development. We are committed to professional development in both classroom practices and specific content knowledge.

Accountability
The success we envision cannot be achieved or measured without implementing strategies to ensure accountability. Every person in our small school will be held directly accountable for their performance and the success of the school as a whole. A small school environment encourages more personalized relationships and thus helps to make each employee accountable for each student's success. Reflection of practice, data driven instruction and continuous professional development facilitate accountability.

Academic Achievement and Motivation to Succeed
The School of Social Justice will feature an academic culture that strives for academic excellence and high levels of achievement for all students. Students will be expected to take ownership of their learning and at all times produce quality work. Students will be aware that high academic standards have been developed and that teachers are here to support their learning and give encouragement and constructive feedback. All students will be academically challenged and encouraged to produce their best work (concept of Quality Work). Building on student's strengths will be the primary focus when motivating students. Each student in advisory will meet with their advisor to discuss the student's strengths and weakness. Teachers will use this information to engage students in tasks that allow them to be successful. This success will allow students to understand the process and apply it to other challenging tasks. Being academically successful will continue to build on student's confidence and motivate them to continue learning and producing their best work.

The classrooms at School of Social Justice will allow students to demonstrate their knowledge and skills with individual attention by teachers, and in an atmosphere of experimentation, independent thinking, questioning, and group dialogue, without worry of failure or unsatisfactory marks. Teachers will provide consistent feedback and guidance to ensure student learning is successful. Teacher evaluations of student work will give students the opportunity to revise and ensure they are turning in quality work. When students are challenged with the curriculum, they will concern themselves with achieving proficiency and not about unsatisfactory marks. Students will have the opportunity to turn in work until the work shows mastery of the standards. Students will learn how to deal with academic struggles which is critical for developing motivation and successful learning. By providing a positive learning environment free from restrictions students will begin to see their own potential and

learn to value it. We will nurture a culture where students will learn from challenges and will not be afraid to make mistakes.

To promote student interest and continue to motivate students to strive for academic excellence, student backgrounds and interests have also been incorporated into lessons and projects. Interdisciplinary and grade level projects address issues facing their lives and community today. Students will understand the relevance and benefits of all their school curriculum and involvement in student activities. Teachers in the initial PLC year will create interdisciplinary units to encourage learning across the curriculum. PLCs will also develop curriculum maps and pacing plans with a focus on interdisciplinary work to address units of study in their relative departments.

Positive Behavioral Environment

In order to achieve academic excellence, learning must take place in a positive behavioral environment. To begin establishing a positive behavioral environment, teachers will develop common expectations for students and they will be enforced in all classes. All classrooms will utilize the same classroom rules. All expectations such as dress code, electronics policy, and attendance expectations are clearly stated in the school's policies; which reflects those provided by the district. Through various meetings and activities prior to the beginning of the school year and throughout the school year, students and parents will internalize the expectations and be given opportunities to provide feedback. Parents and student participation will help build a partnership that will lead to student success and school ownership.

Orientation and Freshman Conference

Incoming 9th grade students will attend a Freshman Orientation prior to the beginning of the school year. This orientation will begin to establish the academic and social expectations the students will be required to embody and practice. Freshman Conference- Address lack of study skills. In Advisory, character building lessons and literature will be utilized in advisory to continue to establish the academic and social expectations set-forth by the teachers. Students in 9th grade advisory classes will begin the year reading the *7 Habits of a Highly Effective Teen* by Sean Covey. Lessons will support reading and continue to create a school culture that expects students to strive for academic excellence and be respectful, responsible individuals.

Advisory Period as tool for Positive Behavior

To help students demonstrate appropriate behavior and social expectations in the 10-12th grade character building lessons will be utilized in advisory. Students will focus on the six pillars of character to help them make better choices in life and create a positive school culture. Research has shown the integration of character education improved student behavior and fostered education success.

Advisory will also be utilized to continue to develop an environment where the needs of students are supported and students are aware that their academic success is important. Advisors will get to know their students and will continue to work with them and monitor the academic achievement of each student throughout their four years at School of Social Justice. Advisors will help students maintain a portfolio to

begin tracking their progress and ensure that students are academically successful. The portfolio will contain items such as their class schedule, grades, strengths, short and long term goals that will be monitored and undated periodically, and Service Learning Projects (items that will be needed for their senior year exhibition).

Culture of Collaboration

School of Social Justice will also create a school culture where collaboration is substantially encouraged and supported. Effective use of cooperative learning is the foundation for quality work. Cooperative learning is also an instructional strategy that will be utilized school wide. In all classes, students will learn the importance of working together and respecting others and celebrating differences. Students will be given opportunities in advisory and in class to work together to help promote leadership and teambuilding. Students will participate in team building activities to learn the importance of working with others.

Student Recognition

Students will be recognized and praised for their effort and academic achievements. In the classroom teachers will recognize the students that have excelled or showed improvement in the subject matter. Each classroom will also recognize students who illustrate positive characteristics and behavior improvement. Recognition ceremonies for the school will be held twice a semester to honor academic achievement and improvement. Parents, students, and staff will all take part in honoring the progress made by the students at the school.

Stakeholders Council

The stakeholders in the SSJ community will be encouraged to participate in the meetings in accordance to their role or relationship of the school if they are not able to hold membership in at least one year of the student's high school career. SSJ will be flexible in the representation of their students' family dynamics and needs. History and research in this community has shown that the majority of the population is low-income homes, which causes one or both parents to have to work strenuous hours. Therefore, we would seek for alternative representation within the family or home support. Sometimes families have either a grandparent or older sibling that is extremely active in a student's life and would serve as a good advocate for the student and family.

Student Leadership

To ensure students take ownership of their school and learning, students will be involved in meaningful ways both in and beyond the classroom. Student leadership will give students the opportunity to demonstrate their strengths and develop leadership skills. Student input will continue to strengthen school programs and assist in students feeling connected to their school. Teachers and staff will support and implement student suggestions to continue to motivate leadership students. In leadership, students will learn skills that will not only help them be successful in school but can also be transferred to the workplace and community. Leadership class members will be expected to serves as a positive example, provide an open forum

where other students can raise problems and questions about the school, organize events, and provide service to their community.

Personalization
Through personalization activities in class students will develop trusting relationships with their teachers. Students will be known well by the adults in the school whom the student can turn to for help with both school related and personal issues. Teachers will get to know their students and students will get to know their teachers which will lead to the building of trusting relationships. Teachers will learn student's strengths to motivate and support student learning. Cooperative learning will allow teachers the ability to talk with students in small groups to gain input on better ways to teach.

Safety
Safety is a high priority for the students and staff at the School of Social Justice. School of Social Justice will follow the policy set forth by LAUSD that every student and adult "has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning." This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support discipline plan, and common class rules and expectations. All school rules and policies will be aligned with LAUSD standards. All school rules and norms safeguard students physically, socially and emotionally from any harm. School rules clearly communicate about physical violence, verbal abuse, harassment, and bullying. Disciplinary rules are consistently enforced, and norms for adult interventions will be well-established. The discipline policy will be reviewed with parents and students at orientation. Parents will receive a parent handbook that contains all relevant discipline procedures.

School of Social Justice has a zero tolerance for any form of bullying or harassment. Bullying in any form will not be tolerated. Students will participate in lessons that discuss what bullying is and its effects. All staff will use positive staff-student relationships to address possible cases of bullying and hold students accountable for their actions. The school police will be used ensure students and staff and learning in a safe school environment.

All teachers and staff will be trained to recognize and report cases of child abuse and neglect. Utilize the child abuse training kit provided by LAUSD teachers and staff will be trained on various subjects of child abuse ranging from child protection to reporting the process.

PLC Collaboration
Teachers will engage in dialogue to not only model the type of working environment envisioned for the students but to also continue to improving teacher practice and instruction. Teachers will also create a culture of collaboration to set and achieve educational goals and work together to create thematic and interdisciplinary projects. Teachers will be given multiple opportunities to collaborate during and after the school day. In PLC'S, staff will work together to share, develop, and implement ways

to improve student achievement. Faculty will decide on professional development topics that focus on best practices for teachers to ensure student learning.

b. Student Support and Success:
Student success at SSJ means that all students will make achievements towards the highest level of learning. Teachers at SSJ know and respect that every students has meters of learning, however, that will not prevent the teachers from holding high expectations while helping students reach it. In addition, by providing a positive learning environment, free from restrictions, students will begin to see their own potential and learn to value it. We will nurture a culture where students will learn from challenges and will not be afraid to make mistakes because those are steppingstones to success. Teachers will encourage students' dreams and work along with them to make strides towards making them a reality. Through advisory and other interactions with students, teachers at SSJ will know their students beyond their academic needs.

c. Social and Emotional Needs:
Student success at SSJ means that all students will make achievements towards the highest level of learning. Teachers at SSJ know and respect that every students has meters of learning, however, that will not prevent the teachers from holding the expectations high and helping students reach it. In addition, by providing a positive learning environment free from restrictions students will begin to see their own potential and learn to value it. We will nurture a culture where students will learn from challenges and will not be afraid to make mistakes because those are steppingstones to success. Teachers and counselors will encourage students' dreams and work along with them to make strides towards making them a reality. Through advisory and other interactions with students, teachers at SSJ will know their students beyond their academic needs.

d. College and Career Readiness:

<u>**Overview**</u>
School of Social Justice promotes a college bound and career ready culture that will lead to one hundred percent of our student body equipped with the requirements and skills needed to get in to and be successful in higher education and/or their career choice. Educational plans will ensure students have taken the courses, electives, and extra-curricular activates needed for acceptance to a four-year college. Students will be exposed to college information all four years of high school. In advisory and life skills students will begin to research college/career and scholarship information, and begin the college application process. Through a partnership with East Los Angeles College, students will be given the opportunity to take college courses concurrently with high school A-G requirements. Informational college workshops will be held for students and parents at least once a school year. Students will be given the opportunity to explore career paths through internships provided by different community organizations.

<u>**Curriculum and Instruction**</u>
All students will be taking courses that ensure A-G Requirement certification. Students will meet with their counselor to review their individualized educational plan. In

addition, the advisor will take an active role in support and assisting that students are following of this plan.

Since D grades are not acceptable in colleges and universities, the school will adapt a uniform grading policy that will be applicable to all students. An "A" grade represents a performance beyond grade-level standards. A "B" grade represents performances just above grade-level standards. A "C" grade represents meeting grade-level standards, and an "F" grade represents an inability to meet grade-level standards.

School of Social Justice will offer college courses through East Los Angeles Community College. During the 9th and 10th grade year students will be given the opportunity to take summer courses. Students will be required to take Algebra readiness and Power Reading as prerequisites. During the 11th and 12th grade students will take college classes during the school day.

Teachers will develop the skills needed for students to be successful in college. The following academic and social skills will be supported: study skills, critical thinking skills, research, reading skills, Cornell Note taking, time management, acceptable classroom behavior, interaction with teachers, and relationships with peers.

Internships/Mentoring

Internships will expose students to career paths, providing hands on experiences with professionals, and preparing students to live independently in the real world. Students will have an opportunity to be more independent and practice the skills of becoming an adult.

Advisory

Every student will be enrolled in an Advisory course that not only will monitor and assist as an intervention and enrichment course but Advisory will also provide a link for college and career readiness opportunities.

9th Grade- Students will begin exploring college and career options in 9th grade by completing a college and career research project. Students will also learn about entering the workplace by practicing interview skills, communication skills, working with others, and critical thinking skills.

10th Grade- Students will continue their college and career research and will take the PSAT.

11th Grade- Students will begin scholarship research, SAT/ACT practice, and writing personal statements in a writing seminar.

12th grade- Students focus is on college applications, continuing personal statement work in a writing seminar, FAFSA applications and college scholarships. Students will also begin internship work and begin drafting their Senior portfolio/Exhibition Project.

College Field Trips and Speakers

Student will be exposed to college fairs on campus and at college campuses. College representatives from various colleges and universities will be invited to give students information. Field trips to visit colleges and universities will be scheduled every year. These opportunities will provide the students with options to choose from a number of participating schools, to check the academic program offerings and other programs that may be of interest to them. Guest speakers from various colleges and professional fields will also come to speak to the students about their experiences.

College Environment
To visually support college readiness, college attire will be worn and classrooms will be accented with college banners and information.

Students with Disabilities
To promote college and career bound opportunities for students with disabilities DOTS, District Office of Transition Services, will be utilized to ensure successful student transitions from high school to work and community life. IDEA, Individuals with Disabilities Education Act, mandates that transition services be addressed for all students with disabilities, and as such, transition planning must be part of the students individualized education program (IEP). Students, parents, teachers, and outside personal will take part in all transition discussions and plans. The school will adhere to all mandates and recommendations set forth by DOTS and IDEA to ensure all students are prepared after high school.

e. **School Calendar/Schedule:**

School Calendar and Daily Schedule
The school will operate on an alternating 4x4 block schedule with built-in advisory classes that meet every day for 45 minutes. It will run on a traditional early start calendar beginning in School Year 2011-2012. Each day consists of four periods and each class runs for 85 minutes. The school will also offer a block 0 option for students. On weekly professional development early release days, advisory periods will not meet and each of the four periods will run for 80 minutes. Teachers will report one week before the School Year starts to begin professional development, analyze student data and begin planning.

We have adopted an early start calendar for the following reasons: 1) an earlier start would give students more time to prepare for the CAHSEE, CST and AP tests, 2) students would have more time to prepare college applications, furthermore, 3) the 3-week winter break would fall at the end of the first semester in order to address the large number of students that would most likely leave before the semester closes due to holidays.

We have adopted an alternating 4x4 block schedule for the following reasons: 1) alternating block scheduling allows for more in-depth coverage of content while still allowing students to complete 80 credits per year, 2) alternating block scheduling allows for effective time-management in lab-based science courses while creating opportunities for structured activities and lessons in other disciplines, 3) alternating

block scheduling affords students the time necessary between classes to review and absorb the content delivered, 4) alternating block scheduling provides students with consistency in educational personnel throughout the year which will facilitate strong teacher-student relationships/conferences, 5) alternating block scheduling provides ample time to prepare students for standardized tests such as the CST, 6) alternating block scheduling minimizes the impact of student absences on a class-by-class basis.

We have decided to offer a block 0 option that meets before school for the following reasons: 1) Intervention can be scheduled for struggling or at-risk students, 2) block 0 ensures opportunities for students to engage in credit recovery, facilitating our goal of graduation for every student, 3) block 0 provides an opportunity for enrichment, such as AP course work or online college courses, 4) block 0 ensures that all students are able to meet A-G requirements.

Teachers will report one week earlier before the school year starts in order to navigate and analyze student data and plan base on the findings. Teachers, counselors and Administrator will look at students' CST math and English scores, academic grades, and placement test as the criteria for proper placement of students. During the school year, biweekly progress reports are analyzed to provide intervention and enrichment during advisory classes. Students are regrouped every two weeks to address their academic needs. Teachers have one advisory class, 3 course classes, and one planning period. Teachers also offer before and after school tutoring for the students. Students have four academic classes and an advisory that meets every day. The target teacher-student ratio is 1:25.

Professional Development
Professional Development opportunities for teachers will be scheduled in the afternoon during Early Released Wednesdays. Second and fourth Wednesdays of each month are used for instructional PDs. Some of the goals for the instructional PDs are 1) teachers learn and utilize new strategies to differentiate instruction for all learners; 2) vertical and horizontal curriculum planning; 3) develop various assessment methods that will help raise academic achievement of all students. First and third Wednesdays will be used in addressing students' needs, analyze students' work, academic grades, test scores, and behavior.

 See Appendix
- LAUSD District Calendar   (Appendix)
- SSJ School Calendar 2012-2013   (Appendix)
- SSJ Daily Bell Schedule   (Appendix)

 f. **Policies:**
  School of Social Justice will follow the district policies on behavior, retention and graduation requirements with some additional requirements that have already been outlined in other areas of the proposal, such as senior exhibition and Service Learning in each grade level.

B-5. Parent and Community Engagement

a. **Background:**

School of Social Justice will serve the same area that Huntington Park High School serves.   As a new constructed school site, SRHS #7 was built with the intent to alleviate the over crowdedness of the Huntington Park HS complex as well as provide an additional choice for high school to the Huntington Park community. The families that SSJ will service are the cities of Huntington Park, parts of Los Angeles; Bell; Maywood; Vernon and Walnut Park.

Community

Strengths: The community of Huntington Park High School has a strong community involvement in its public schools. It has active school volunteers, local businesses support, and parent involvement. The community is diverse in the sense that it has established families that are homeowners with a vested interest in improving the local schools, along with newcomers to the country that come to seek opportunities. The city of Huntington Park also has a strong local business base that provides possible opportunities for internships and other effective partnerships.

Assets: The community has several different stakeholder groups that want to see improvement in academic achievement for its students. This includes the city council, local businesses, and parents. In addition, HPHS has a strong alumni group that wants to see academic reform and will support such initiatives.

Values: The Huntington Park area is a blue-collar community that values hard work, education, democratic ideals and entrepreneurship.

Critical Needs: The Huntington Park Community has a large number of recent arrivals to the country. Although many of the families value education, students might feel disenfranchised and not connected to the large comprehensive high school and therefore drop out of school. The goal of HPSSJ is to make a connection to all families, provide a rigorous instructional program and empower all students so that they can develop into leaders in their community.

Community Engagement: The staff of SSJ has engaged the community in learning about the different academic options available to students and their families. Presentations about SSJ have been held within this year and the school has recruited its first 9th grade class.

b. **Strategies:**

School of Social Justice aims to set the gold standard for school and community engagement. We intend to be the catalyst that reinvigorates, reengages, and reunites our community to create a school that serves as the cultural and civic hub to the city. Our community engagement strategy centers on the work of Joyce Epstein's Framework of Six Types of Involvement (Parenting, Communicating, volunteering, Learning at Home, Decision-Making and Collaborating with Community). We will help families establish an environment to support their children as students by providing parents with different opportunities to take parent education courses and workshops on family

literacy, numeracy, grade level expectations, college expectations and financial aid, adolescent development, parent advocacy, decision-making and homework help. For us, workshops are not just having a class on a particular topic, but also making available the information in different forms that can be viewed, heard, shared, or read anywhere anytime.

We believe that accurate and timely communication regarding school programs and student progress is key to a successful school. We will ramp up communication to parents and community members by taking advantage of multiple modes of communication such as websites, internet forums, bulletin boards, ISIS family module, online grading program, email, mailers, connected (automated phone), direct phone calls, meetings, newsletters, conferences, and counselor home visits. We are aware that a vast majority of parents in our community speak Spanish, so we intend to have Spanish-speaking teachers in-service other staff members in conversational Spanish to facilitate communication with parents and to translate communications in Spanish.

It is vital to our success that we help and support our students by utilizing their parents as volunteers following LAUSD guidelines. With that thought in mind, we will provide different opportunities for parents and caretakers to be actively involved in the education of our students. This includes but is not limited to additional parent conference nights, content specific nights to showcase student work, award ceremonies, Town hall meetings, grade-level orientation, student-run showcases and parent day visitations to observe classroom experience. We intend to create an open classroom environment where parents can become room parents and assist teachers with duties such as organizing academic and school events, facilitating communication among other parents, supervision, and serving as judges on culminating projects. At the beginning of every school year, we will send out a parent postcard survey to identify available parent volunteers. It is our intent that parents and caretakers will recognize that a volunteer is anyone who supports school goals and children's learning or development in any way, any place, or any time - not just during the school day.

Parents will be involved in the decision-making process through PTA/PTSA, advisory councils and committees (Parent Leadership Committee, curriculum council, safety collaborative, ELAC, and Governing Council). The Parent Leadership Committee will meet regularly and be involved in the development and judging of senior portfolio projects and ESLR grade level projects. The committee will discuss issues regarding curriculum, intervention, parent instructional survey, and advisors to hiring, family participation, school safety and culture.

We are aware that community partnerships go beyond merely asking for financial resources. Our community partners will be mentors, guest lecturers, and panel judges, provide internships and serve as curriculum advisors. Community partners will assist us by providing incentives (free service/experiences, gift certificates, and monetary compensation) for students to aim higher levels of achievements. We also intend to host business and community open houses to showcase the work of our students, and the overall work being done at SSJ.

c.   Key Community Partnerships:

School of Social Justice will partner with Families in Schools for the first five years (and beyond). Together, we will provide all the opportunities and resources necessary to succeed in school and in life, and prepare our students to become lifelong learners and engaged in the civic life of our society. With the help of Families in schools, parents and communities will work harmoniously and involve themselves in their children's education to achieve lifelong success.

In addition, SSJ will also partner with the community city hall and local politicians to advance the causes of the school's theme. This advantageous chance will also be used to provide internships and job shadowing opportunities for the juniors and seniors.

Our school counselor will serve as the community liaison officer who will be in charge of promoting and fostering the relationship between the school and all key community partnerships. The counselor will also communicate with parents and community organizations, and facilitate the conduct of parent workshops.

SSJ will assign a community partnership coordinator to advocate for the educational needs of our children. The community partnership coordinator will research and bring together all the available resources such as housing, vision/medical/dental care, food banks, laptops/internet access, and clothes.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight
   a.   School Type:

"Not Applicable." (TA page 12 – MOU, Faculty vote)

However, the staff of SSJ believes that in order to provide the best possible, rigorous instructional program the school should have flexibility over its budget, curriculum and assessment, schedule, staffing and governance in exchange for increased accountability. These possible come in forms of autonomies and will provide SSJ the ability to plan and implement the needs of their students. Working directly with their designated student body, and their commitment to obtain academic achievement, such autonomy would need to be in place. The design team of School of Social Justice has researched the various models and wishes to continue the opportunity to seek pilot model status. SSJ is committed to showing academic achievement the first year in operation and plans to collaborate with outside resources in order to monitor the progress of the school and programs with assistance from Pilot Networks such as CCE's (Center for Credentialing and Education) support staff.

   b.   School Level Committees:

Team	Members	Meeting	Purpose

Times			
In its initial year, SSJ's Governing Board members will facilitate the process and progress of the following committees. (members would facilitate the committee based on compatibility)			
Governing Board	SSJ Community: Principal, teachers, parents, student, Local District member community member, community business	Monthly	To maintain the SSJ mission and review progress indicators; to evaluate the principal; to approve the elect-to-work agreement; to approve the budget to establish policies.
Community Council	Representatives from colleges and universities, city council, local district, business partners.	Two or three times per year: Joint meetings with governing board.	To assist with SSJ outreach to other schools, businesses and organizations. To serve as a network of supporters with links to key community, education, and business groups. To serve as a group willing to provide feedback, advice, and encouragement to the school.
Friends of SSJ/Buster Club	Forming	Forming	To raise funds for SSJ scholarships, supplies, events and other resources.
Student Council	All students lead by SSJ Leadership	Every other week.	To develop and plan school activities, to collaborate in school clubs and to be informed about school matters in order to provide input.
Parent Council (Parent Leadership Committee)	All parents, families and guardians	Monthly	To provide direction in terms of the needs of his/her child and make recommendations to the governing board, faculty and administration. To recommend policies to the governing board and plan parent events.
Data Team	Administrative team and one teacher per subject/grade level.	Monthly	To disaggregate and disseminate data in order to monitor the school plan and programs for effectiveness.
Content Area Teams	Teachers from humanities, math, science, electives, English	Twice a month.	To have conversations and make decisions regarding teaching and learning.

	Language and special education. Work is led by current teachers who have accepted the position of lead facilitator.		
Advisory Team	SSJ Community: counselor, grade level advisors	Two times a semester	To develop and monitor curriculum for the advisory course.
Budget	Governing board and teachers	Monthly	To gather input from administrators and teachers, and create a plan with the administrative team and budget technician based on the information collected, and then to take it to the governing board for final approval.
Professional Development Team	A group of teachers: two per subject or course	Two or three times per month.	To support the integration of technology into the curriculum.

Source: <u>The Essential Guide to Pilot Schools: Leadership and Governance</u>
http://www.ccebos.org/Pilot_Guide_Leadership.pdfhttp://www.ccebos.org/Pilot_Guide_Leadership.pdf

c. **Governing Council:**
As a Pilot School, School of Social Justice would be governed by a committee made up of 4 teachers, an Administrator, 2 parents a classified employee and a student. In the first year of implementation of the school, the additional parties of UTLA and Superintended will be sought for completion of all stakeholders to be present in this Governing Council.

Governing boards, is a structure created through governance autonomy. It represents the voices of an entire Pilot School community. Decision making and leadership are shared among staff, administrators, families, community members, and, for high schools and some middle schools, students.

Board members will be elected by their respective groups (in the first school year, SSJ will hold their former council and will begin this process for the next school year), with the exception of community representatives, who are appointed to the board by the other elected representatives. Community representatives are generally selected from businesses, foundations, colleges and universities, local government, and the district. They are important additions, as they are able to widen the board's perspective and leverage resources for the school.

Standing or ad hoc subcommittees of the board are often created to address different issues pertaining to the school. These committees are "a focal point for communication" among constituents, and noted that boards provide schools with internal guidance through evaluation, and external legitimacy through partnerships and fundraising. All

governing boards must have a set of written and approved bylaws that outline the board's membership, election procedures, and terms of office, duties, key facilitators, number of meetings per year, decision-making procedures, and methods of communication with the larger school community.

Governing boards are able to be powerful advocates for their respective schools and collectively as a group since they have high interest that their child(ren) is a student at the school site.

B-7. School Leadership

    a. Principal Selection:

The Principal for the School of Social Justice is one who embodies the core values of the mission and vision. He/She must have a proven track record of accelerating student achievement, understanding the culture of the school and community and must have the characteristics of a transformational leader. The principal must know, practice and model the core values with all stakeholders. The principal will develop 21st century leaders who will create conditions for supporting effective practices of adults to innovate and create a school culture where students see themselves as leaders who can make an impact on others, their community and their environment. The principal must be experienced in the areas of cognitive coaching, 21st century teaching and learning, and collaboration. It is expected that the principal have a solid grasp of data driven leadership and supports all stakeholders in tracking and using the results to improve student achievement and be willing to teach a course every school year (when possible).

The selection of the principal will be rigorous and inclusive. The interview process will include several exercises – such as case study scenarios, which will allow the candidates to demonstrate their grasp and understanding of SSJ's core values. The process will require the candidates to participate in collaborative exercises with members of the interview panel in a fishbowl situation. The interview panel will consist of 2 parents, 2 students, the SSJ design team and the Local District Superintendent or Director. In addition, the candidates must have at least 8 years of successful full-time service in a certificated position, with at least 2 of those years in a leadership role, an earned Master's degree from an accredited college or university, a valid California Administrative Services credential, and must have completed Multicultural and Master Plan requirements. It is highly desirable that the candidates have experience in facilitating a collaborative team as well as experience in small schools or small learning communities and the Pilot School Model of governance. In addition, be savvy about community outreach development. The abilities necessary for this job include the ability to work with diverse experience, racial, ethnic, linguistic, disability, and socio-economic groups, have excellent written and oral communication skills and encompasses the character of integrity.

    b. Leadership Team:

The leadership team consists of the founding teachers who created the vision and mission of the school, along with volunteer parents, leadership students and community representatives (SSJ Governing Council). SSJ's design team of teachers agree with the following philosophy "*The people who are closest to [the students] can make decisions that affect the [students]" Les Edinson, Principal at Fitchburg Arts Academy.* Therefore, additional leadership positions will consist of teachers, administrator, support staff, families, community partners and students. In the initial year, SSJ's design team would make up the governing board (Leadership Team) while mentoring new members of the staff so that they can grasp the procedure of autonomy and shared leadership. Allowing the new staff to become acclimated with the expectations and common philosophy, will provide them the confidence and understanding necessary for new members to become effective leaders that will continue to drive the mission and vision of the SSJ community. We believe that this is the best situation in creating a democratic and shared decision-making governance environment.

As the leadership team who also hold a position as governing board members, will hold a position as facilitator to the other councils or subcommittees that would monitor various areas of the school operations. In these positions, facilitators will cascade the vision and mission of the school and periodically provide feedback and survey the stakeholders so that every member of the community is involved and aware of the school's progress. The process will include informing, discovering, monitoring data and assessing programs and materials that are driving the school work. The objective of these individual meetings would be to hold each other accountable for meeting such goals. To assist in the conversation and work, members will become familiar with both Critical Friends Group Protocols as well as strategies used in Center for Adaptive Schools

B-8. Staff Recruitment and Evaluation[1]
a. Staffing Model.

Year of Implementation	Staffing	
	Academic	*Non-Academic*
Start Up	*13 core content teachers* *1.5 counselors*	*2 elective teachers*
Year 2	*15 teachers (Core and Elective)* *2 counselors*	*2 elective teachers*
Year 3	*21 teachers (Core and Elective)* *2 counselors*	*3 elective teachers*

In some cases, in order to achieve personalization, there may be some instances where the teacher and student ratio would need to be 1:25. Based on the data at the moment, will those need be revealed. Currently we have been flexible to balance contract and district regulations, however, that may not be standard in all

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[1] Note that staffing plans must be aligned with District and union agreements regarding staffing, recruitment, and performance reviews. Applicants requesting staffing autonomies must submit waivers for approval (see Part C: Internal Management of the application below).

cases.

Our electives will also vary based on the individual student plan. There are key requirements for all SSJ students to meet, however, for the students in the enriched track, they would create more flexibility to require for particular teachers to be sought or outreached into the community/college.

EL and Special Ed staff will be based on the population that will make up our student body so that may vary as well. SSJ would seek candidates that have dual credentials so that they may be able to be positioned into a need for the school

Staffing: Autonomy

- *Pilot Schools Models have the freedom to hire and release their staff in order to create a unified school community. Staff should play a significant role in hiring.*
- *Decide on the staffing patterns and work assignments that create the optimal learning environment for students.*
- *Hire staff who best fit the needs of the school, regardless of an individual's current status—member of the district or not.*

a.   Recruitment and Selection of Teachers.

SSJ will recruit teachers that have a passion and fire for learning. Most importantly the belief that ALL students can and will learn needs to be in the forefront of these's candidate's philosophies.

Candidates interviewing for a position at SSJ will have a two part interview. A panel consisting of the Governing Council members. Once the candidates are highly recommended, the candidates would then need to teach a lesson or provide a current lesson on video.

See Attachment

b.   Performance Reviews.

	Administrators	Staff	Teachers
Development	Attend workshops, training once a year – outside of local requirements	Attend workshops, training once a year – outside of local requirements	Attend workshops, training, conferences based on budgets. Hold a school conference lead by internal teacher workshops
Evaluation	Meets with Local District	Governing Council	Refer to EWA

	Superintendent to provide goals and objectives. Presents these to the School's Governing Council	evaluates and determines process based on ongoing survey's/evaluations
Support process	Attend workshops, semester/annual feedback, meet with Local District for guidance	

School of Social Justice plans for the initial hiring of faculty to be lead by the matching between interviewed candidates and the vision and mission of the school. In doing so, the values of collaboration and mentorship will take place. In addition, just as our students benefit from motivation, so would teachers and faculty benefit as well.

Observation of teacher practice
As a collaborative school, SSJ teachers will be accountable to each other and the culture of observation using vehicles such as Critical Friend's Groups will allow for non-invasive or least restrictive involvement to be developed. Since ALL teachers work together in curriculum and planning and set their own expectations integrating things such as SMART goals, they would be able to observe and know if professionalism has occurred or not amongst candidates. Just as any other evaluation, after various infractions, such data would become evidence of whether the faculty member met the criteria.

Contributions to student outcomes
Only will clear negligence to this area of their profession will it be taken into account in the evaluation. For example, assessments that are generated within the PLC planning or state exams are not given by the teacher, does student outcome become a factor. In terms of the Principal. Part of the criteria for a Principal candidate calls for attention to data analysis and monitoring of it. It is part of the qualification and job for improvements to occur. If all things are in place, then results would reflect this and therefore, student results should be of a concern to the principals.

Stakeholder feedback
Teachers will be given feedback gathered from meetings with parents or students. This process will serve as guidance to the teacher for reflection and modification. These feedback items should be incorporated into the teacher's objective goals for the upcoming semester or year.

Contributions to school community
It is SSJ's vision to establish Community Outreaches by which the community and school is able to establish a proper relationship with each other. This is part of the EWA for SSJ and thus, at least once a year, members should partake in such programs (volunteering and or facilitating).

B-9. Sharing a Campus
    a.

Ensure all operations run smoothly on-site

It is SSJ's goal that we establish and maintain a professional community for the sake of our students. Therefore, in preparation for this, we would collaborate and maintain an ongoing communication with the adjoining tenants. At SRHS #7 (Marguez High School), there would be two additional teams sharing the campus. When those teams are determined, we would meet and discuss what common needs to do we have so that we may share and collaborate on calendars and/or use of facilities. Always keeping the Local District informed of decisions and negotiations.

In addition, we will meet to discuss with the additional teams to see what resources we can share so that we may be able to share the cost. The following are some resources that SSJ would anticipate are essential needs for the operations of our small school. (The two adjoining teams may be, LIBRA and HPIAM)

- Computer Lab
- Library
- Cafeteria
- Field

- Gym
- Laboratory Rooms
- Equipment
- Auditorium/Community center

In keeping with the autonomy, personalization and development of a particular school culture, expected in SSJ, we would request for our own faculty and certified staff. However, we would like to share the budgeting for an SAA (School Administrative Assistant).

Coordinating Key Resources

Our schedule may not be aligned to the other tenants on the campus and therefore, on a rotating basis, teachers would supervise and escort students to be dismissed from a designated area. This information will be shared with the two other small schools.

In addition, SSJ will maintain an online document where school calendar and schedules may be found. On this calendar will the rotating calendar for Physical Ed teachers would be using the facilities. Schools would need to meet to agree on timeframe. Safety procedures would also be a topic for discussion and planning.

C. INTERNAL MANAGEMENT

C-1. Waivers.

See Waiver Request Form in attachments

C-2. Budget Development:

School of Social Justice embraces the opportunity to budget for the 2012-13 school year using a per pupil funding model. We will use LAUSD "Tools" to prepare and plan for the budget development process to ensure that we are budgeting for student achievement.   We will fully engage in the following steps with our governing council comprised of all stakeholders to monitor the implementation and effectiveness of the Single Plan for Student Achievement (SPSA) and our budget based on student needs.

- Review and analyze student data to create needs assessment
- Develop the Single Plan for Student Achievement and set goals based on data
- Facilitate community input through committees like ELAC and CEAC
- Develop programs to help students achieve benchmarks
- Rank importance and urgency of all the plan strategies
- Estimate cost of all expenditures separated into categories such as staffing and materials
- Allocate funding sources from state, federal or local coffers needed to pay for expenditures
- Generate grid with aggregated amounts of all goals and the corresponding resources to pay for resources
- Track each goal and strategy and whether or not it is being accomplished

The following is a draft school summary of general fund unrestricted revenues and expenditures created with all stakeholder input, including teachers, parents and students based on senior high per pupil revenue for year one. Every year after, our budget will be based on continuous monitoring of our goals and Benchmarks. We will continue reviewing student data to determine needs and create budget accordingly. These reviews will be facilitated through the Governing Board established in the first school year.

Description	Rate	Enrollment	Attendance Rate	Total
Senior high Per Pupil Revenue	$3745	450	96%	1,617,840

Description	FTE	Cost
Instructional Materials Account		$17,909
Substitutes		$33,930
Teachers	13.00	$1,103,804
Counselor	2.00	$102,272
Principal	1.00	$127,673
School Admin Assistant	1.00	$66,309
Chanda Smith Office Tech	0.50	$32,674
Financial Manager	0.15	$11,005
Plant manager	0.34	$27,762
Assistant Plant Manager	0.18	10,819
School Facilities Attendant	0.34	$13,571
Nurse	0.40	$37,922
Psychologist	0.33	$24,751
Custodial Supplies		$3,434
Teacher Activity Differential		$4,005

D. OPERATIONAL MANAGEMENT

D-1. Portfolio Development.

    a. Portfolio Growth. *Not applicable, School of Social Justice is applying as a pilot*

    b. Operations. *Not applicable, SSJ is applying as a pilot*

    c. Portfolio Evaluation. *Not applicable, SSJ is applying as a pilot*

D-2. Organizational Responsibilities and Goals. *SSJ will follow the Pilot School Model*

    a. Core Functions. *Not Applicable*

    b. Leadership. *Not Applicable*