

**LOS ANGELES UNIFIED SCHOOL DISTRICT
(LAUSD)**

SOUTH LA AREA NEW HS #3: Augustus Hawkins

**Schools for Community Action #2
(SCA #2)**

**Community Health Advocates School
(CHAS)**

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

Gloria Anzaldúa

SCA #2 Community Health Advocates School (CHAS)

South LA HS #3 (Augustus Hawkins)

School for Community Action #2

Community Health Advocates School (CHAS)

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A. SUMMARY ANALYSIS

A-1. Mission and Vision

Mission:

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

Vision:

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

Through the study of community health, **CHAS** students will learn about, explore, and engage issues of culture, race, ethnicity, socioeconomic status, sexuality, gender differences, religion, prejudice, and institutionalized racism. These issues and concerns often obscure efforts if they are not appropriately recognized and dealt with in practice, in social policy development, and implementation, so it will be necessary for our students to have this critical foundation.

Upon graduating from **CHAS**, students will:

1. Be prepared with the knowledge and experience to begin improving the well-being of individuals, families, and working/social environments.
2. Be able and willing to promote economic and social justice through the practice of culturally and contextually competent interventions at all levels, including policy practice, advocacy and direct intervention.
3. Be analytically skilled to identify and comprehend the destructive patterns of institutionalized poverty, discrimination and oppression using scientifically valid research methodologies and critical analyses to investigate, assess and change aspects of competing economic, political and social systems, as well as harmful interactions among and between them.
4. Engage in community-based research on social issues, focusing on those variables affecting individuals, families, groups, organizations and communities in South Central Los Angeles¹ and beyond.
5. Establish and maintain professional relationships that enable cooperation and collaboration with members of the social service community that mitigate/ameliorate complex social challenges through shared leadership and partnerships.

Addressing Community Needs:

Through our experiences living and working in the South Central community, as well as through interactions at our meetings with the community members, we recognize the need for a school focusing on a career pathway in social work and community health advocacy.

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

Community Health Advocates School, at the *Schools for Community Action* campus, will address the diverse social service needs and problems particular to the South Central Los Angeles community served by the campus. The U.S. Department of Health and Human Services (2005) estimates that 75 - 80% of children who need mental health services don't receive them. According to the County of Los Angeles, the needs of the community served by this school are great. In particular, the Service Planning Area 6 Collaborative Group (2011), which services the South Central area, reports: "The majority of mental health patients in SPA 6, 34,834 residents representing 88% of persons receiving mental health services, obtained non-24 hour services. These services include mental health services provided by physicians, psychologists, and social workers as well as case management and crisis intervention services." There is a critical shortage in all segments of physical and mental health services, children/senior services and in all segments of public and private welfare and social services in California. There is an especially acute lack of bilingually and bi-culturally competent workers to adequately serve the unique needs of the growing ethnic minority segments of our communities. In particular, the South Central community needs more health advocates, which is why **CHAS** would directly support that need. **CHAS** will not only provide a career pathway but also ensure that all students become experts in utilizing the resources available to support the needs of this community.

Furthermore, Post-traumatic Stress Disorder (PTSD) is not only the result of military war. In some cases, like in South Central, youth are often exposed to traumatic experiences (such as domestic violence, community violence, or other personal traumatic experiences), which are unidentified and therefore go unaddressed. Youth exposed to traumatic events exhibit a wide range of symptoms, presenting with not just internalizing problems, such as depression or anxiety, but also externalizing problems like aggression and oppositional or defiant behavior. These manifestations often lead to interference with thinking and learning, and can have an impact on physical and emotional health. Thus, the need for health and mental services is immediate. On August 2nd, 2011 President Obama signed the Budget Control Act of 2011 (S. 365) into law. The entire nation, but it in particular communities like South Central, will be greatly impacted by continued cuts to health and social services. It will be the **CHAS** students in South Central who will be the leaders and service providers for the current and future generations.

Future Employment

Community Health Advocates School will meet the employment needs of our society. According to the Health Center (2004), total employment for social workers was expected to increase 21%-35% through the year 2010. The number of older people, who will require more social workers, is increasing rapidly. Also, the growing concern for people with mental illness, and families in crisis will increase the need for qualified social workers. Employment of social workers in hospitals is expected to grow because of the desire to discharge patients more quickly. Public welfare is also creating a rise in employment of social workers in government agencies. This will create a need for a well trained and culturally and linguistically competent workforce to adequately serve people in need. **CHAS** will be that training mechanism to not only provide support for students and their families, but also to prepare them for the 21st century behavioral health workforce.

Professional social workers are found in every facet of community life—in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies that serve individuals and families in need. They often specialize in one or more of the following:

Social Work Practice Areas	
Mental Health Therapy Disaster Relief Military Social Work Rural Social Work Adoption & Foster Care Child Welfare Services Family Preservation Services Homeless Family Assistance Eating Disorders Genetics Hospital Social Work Crisis Intervention School Violence Hospice and Palliative Care Depression Institutional Care Chronic Pain Outpatient Treatment Development Disabilities International Social Work Advocacy, Consulting and Planning	Community Mental Health Employee Assistance Private Practice Veterans Services Child Abuse & Neglect Domestic Violence Political Development Parent Education Family Planning HIV/AIDS School Alternative Programs Difficulties in School Gerontology Services Community-Based Services In-Home Services Senile Dementia and Alzheimer's Addictions Prevention/Treatment Criminal Justice Housing Assistance Public Welfare Employment Services

Core Values (shared with all four Schools for Community Action):

Our core values stem from our desire for our students to experience a curriculum that offers them opportunities to transform school spaces into places where they feel valued, understood, and loved. A classroom space intent on love is a space that is “lively, forceful, and inspiring, while at the same time, critical, challenging, and insistent” (Darder, 1998). It is designed to promote the idea “that the act of learning is an open-ended process and one that unfolds within its own context, both social and cultural” (Stinson in Nieto, 2008,). We agree with bell hooks that “we also choose to live in community, and that means that we do not have to change by ourselves” (1994).

Our four small schools will allow for a smaller and more personalized learning environment; a curriculum with depth, rigor and relevance; engaging instruction; and a more equitable opportunity for students to learn in a community of schools.

Therefore, the Los Angeles’ South Central community deserves a powerful network of small public schools that has the following 5 core values:

Student Centered:

We believe that education should always begin with a strong respect and understanding of each student’s potential and desire to learn. Utilizing the collective strengths of students, their communities and cultures, we will create multiple opportunities for all our students to develop academically and socially. Through a reflective learning process, students will be empowered to use their voices, become leaders in their schools, communities and beyond, as they engage in transformative action.

Community Collaboration:

We believe that authentic community collaboration leads to transformative school design. We take seriously our accountability to the public and the public's accountability to the school. We understand that the success of this school is integrally linked to the success of the South Central community. Thus, our family and community partners are committed to our larger mission and vision for the success of every child. By combining educational experience with critical community input and shared decision-making, we can best support student learning and empower the community to be partners in true educational reform.

Innovation and Excellence:

We believe that teachers should constantly improve their practice to ensure students achieve new levels of success. We are committed to continual professional growth that helps align new and creative teaching practices with our mission, to provide all students with a quality educational experience. Teachers will engage students in action research, Project-Based Learning, and critical reflection. We believe that true learning can only take place through collaboration and community oriented classrooms.

Social Justice:

We believe that our community deserves better educational opportunities than have been historically provided. We understand that this history has impacted far too many young people's education. We recognize the community's need to transform the experience of overcrowded schools and aim to offer a better alternative for students. Our partnerships will reflect this understanding by identifying and connecting community resources in order to change the legacy of inequity in our schools into one that is more socially just.

Sustainability:

We believe in creating interlinked strength between the four small schools of the Augustus Hawkins Schools for Community Action campus. We will create a culture of collaboration to strengthen the overall quality of learning experiences for ALL students. By working collectively across the four schools, we will share expertise and resources to offset foreseeable budget constraints, all while maintaining distinct, separate and small schools that offer the community: educational opportunity, diversity, and choice.

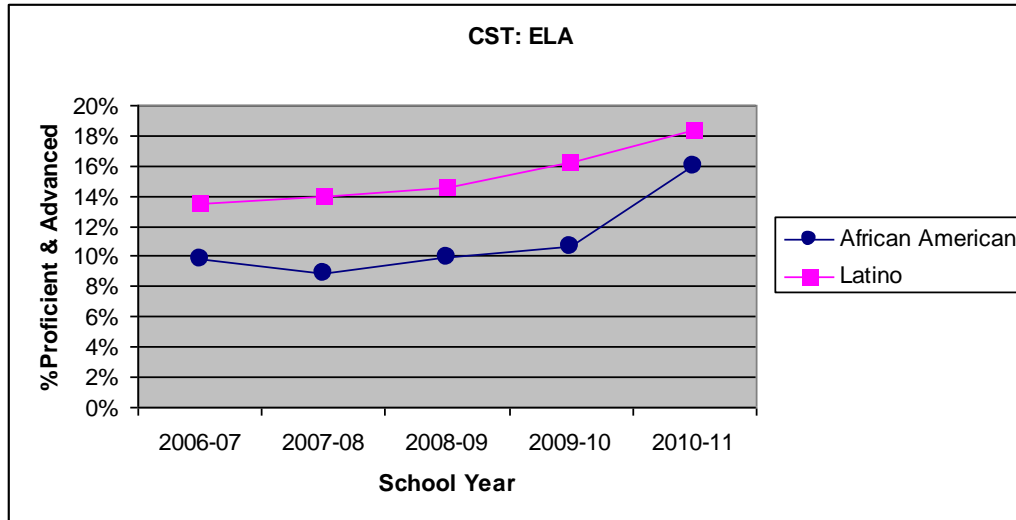
A-2. School Data Analysis

Data Overview

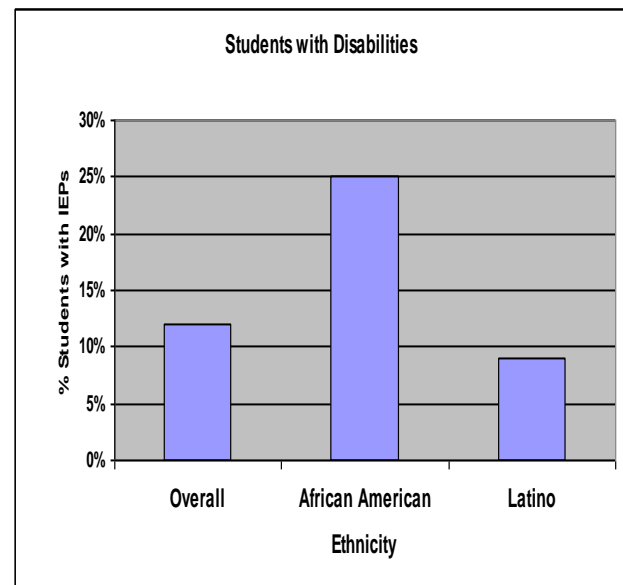
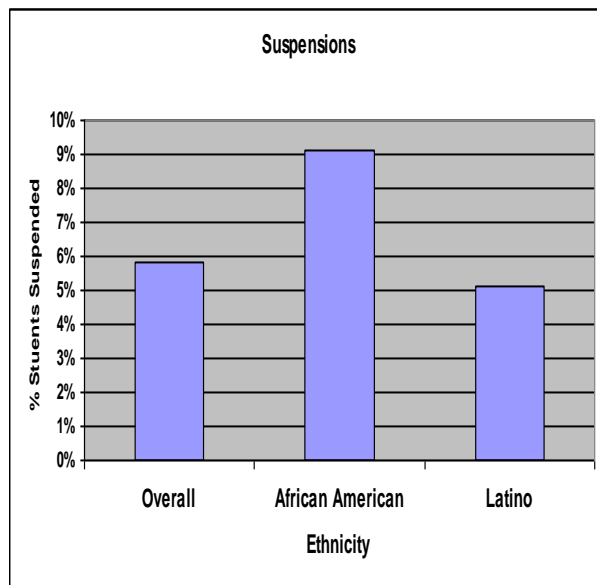
Analyzing data from the School Report Card, Data Summary Sheet, SIS, myData, and DataQuest, we see clear opportunities for a school in this community to be more effective in meeting the needs of our students – especially African Americans, English learners, and students with disabilities – leading to higher test scores, higher CAHSEE pass rates, higher reclassification rates, and ultimately higher graduation rates.

Performance Gap between African American and Latino students

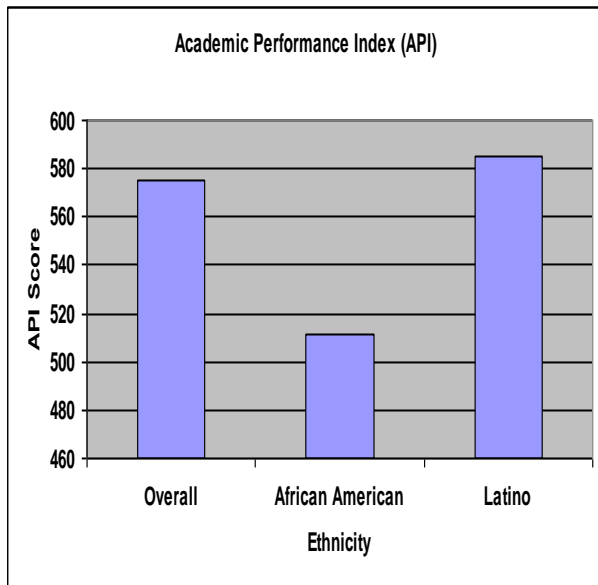
There is a significant disparity between African American and Latino achievement data that signals inequitable learning opportunities at Manual Arts High School. For example, looking at a five-year trend of the English Language Arts CST results, the gap in results is clear.



Not only are a smaller percentage of African American students scoring Proficient or Advanced, but also a larger percentage are scoring FBB or BB than the Latino students. The same trend also exists with the Math CSTs. Corresponding with this achievement data is data that show a disproportionate percentage of African American students getting suspended from school compared with their Latino counterparts, and a disproportionate amount of African American students identified as having disabilities and placed in Special Education classrooms. Twenty-five percent of our African American students have IEPs. In the 2010-11 school-year, 414 instructional days were lost to suspension.

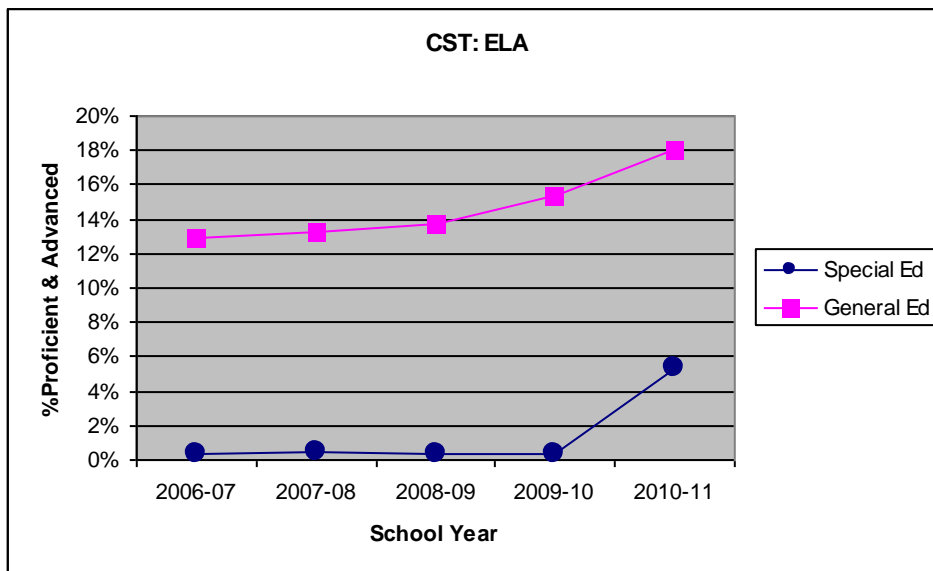


The data represented in the tables above are reflected in the API data below.



Performance Gap between Special Education and General Education students

Students with Disabilities are not receiving an equitable education. Again, the five-year trend of the English Language Arts CST results clearly illustrates the achievement gap resulting from disparate treatment.

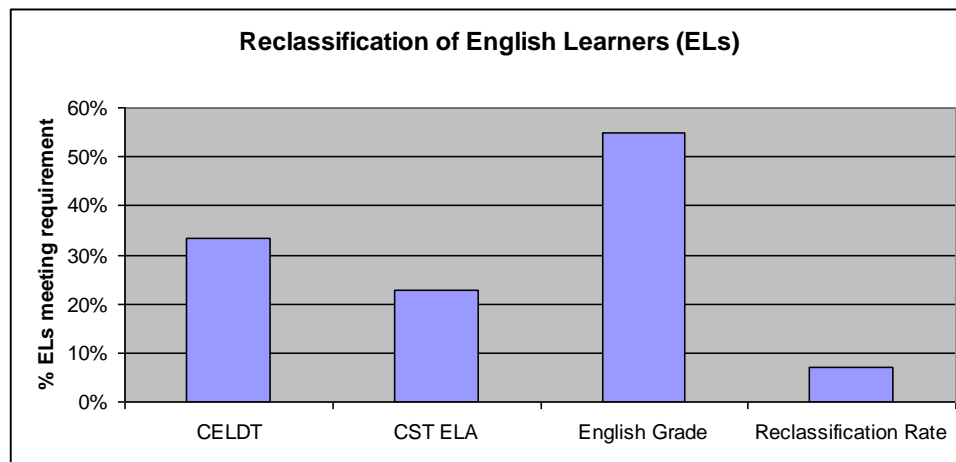


Seventy-nine percent of Special Education students are scoring FBB or BB on the ELA CST, compared with forty-eight percent school-wide. On the Math CST, 97% of the Special Education students are scoring FBB or BB.

Performance Results of English Learners

The CST data of the English Learners is very similar to that of the Special Education students.

Additionally, the reclassification rate is just 7.1%. In order to reclassify, a student must score Proficient on the CELDT, Basic or above on the CST ELA, and pass English/Advanced ESL with a “C” or above. There is great opportunity to raise the reclassification rate since a significantly larger percentage of students are performing well on each of the separate factors considered for reclassification.

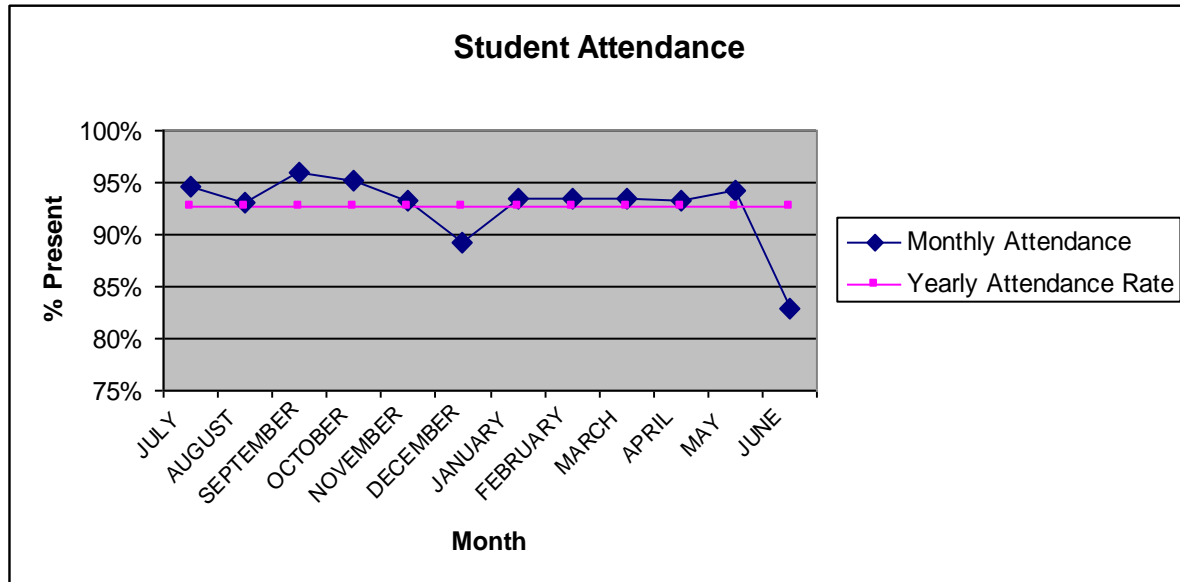


CAHSEE Improvement

Last year, the CAHSEE pass rate for 10th graders at Manual Arts jumped up 11 percentage points from 37% to 48%. Yet, there is vast potential to greatly increase that pass rate further since 66% passed the ELA section and 67% passed the Math section. So there are 18% of students who passed ELA but not Math and 19% of students who passed Math but not ELA. If this is an indicator of future 10th grade classes, then there is a potential 37% of students who are prepared to pass one of the sections and could be provided extra support in the other section beforehand to help them pass both sections on their first attempt and overcome this hurdle toward graduation.

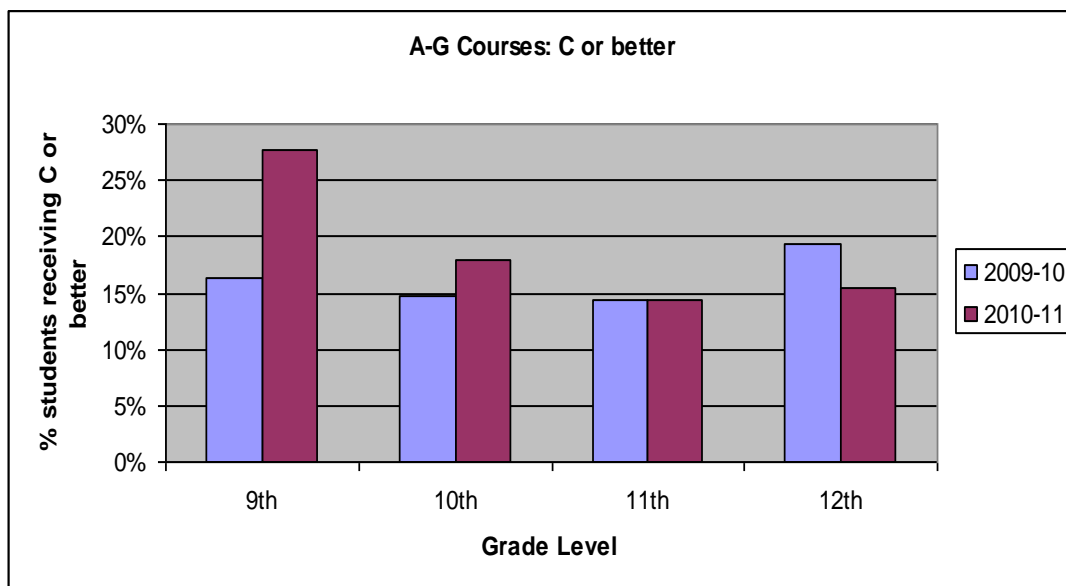
Attendance Potential

The overall attendance rate for the 2010-11 school-year was 92.7%. Interestingly, monthly attendance beat the overall yearly attendance rate for 10 out of the 12 months.



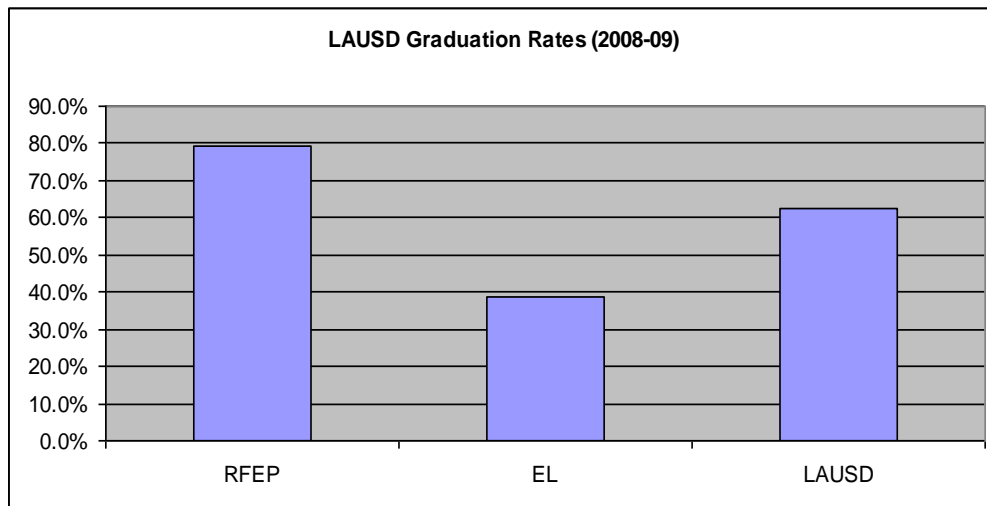
Promising 9th Grade Data

Last school-year (2010-11) was the inaugural year of the new 9th grade house, termed the Freshman Prep Academy (FPA). As a result, the percentage of retained 9th graders (first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year) dropped 11%, compared to the year before. Also, the percentage of 9th graders in A-G courses receiving a grade of “C” or higher rose significantly.



Graduation Rate

The Four Year Cohort Graduation Rate last year was 48%, down from 51% the year before. Addressing the aforementioned data points will have a positive effect on increasing this graduation rate. For example, RFEP students graduate at a much higher rate than English Learners.



Qualitative Data

We studied current school practices and found the following to be some of the causes for low student achievement:

- A strong inclination to simply use the textbook as the syllabus, going chapter by chapter without building up toward anything meaningful
- Lack of pedagogical variety, mostly relying on direct instruction that promotes passivity and boredom amongst students
- Rigid pacing plans that do not allow for re-teaching and student revision
- Infrequent checking for understanding or misconceptions to then adjust to meet student needs
- External events such as RIFs and excessive educational budget cuts have made internal school development even more difficult.

The above causes for low student achievement can be addressed with teacher support and creative supplemental academic materials that will enable teachers to make the students' learning experience more meaningful. Yet, we are of a community that has faced hardships before, but as a creative collective we will meet these systemic problems head on. By implementing cross-curricular planning, collaborative goal setting, and an agreed upon periodic assessment, teachers will feel empowered. Teacher empowerment will prevent teachers from feeling silenced and attacked; instead they will feel reflective. Thus, the reflection process will enable teachers to critique their practices and implement a more meaningful praxis. Presently this is done in pockets in our schools and these pockets give local schools, especially students, a

glimmer of hope. It is our goal to create a professional learning community that is school wide and give students more than a glimmer of hope rather, the inspiration and support to work hard and meet more academic as well as, real world challenges.

This critique is not unique to Manual Arts High School and Muir Middle School. According to a recent study funded by the Gates Foundation, 47 percent of students who drop out of school said that “classes were not interesting,” 69 percent were “not inspired to work hard,” and 81 percent claimed that their chances of staying in school would have improved if there had been “opportunities for real world learning.” Highlighting the importance of meaningful curriculum and instruction, only 35 percent said they dropped out because they were “failing in school” (Bridgeland, Dilulio, and Morison, 2006).

The high school dropouts in that study clearly experienced high levels of alienation from schooling. Teachers cannot design measures of change in classrooms without reading and comprehending their students first. When a teacher recognizes the humanity in each student, then a dialogue, or, as Freire refers to it, “actors in intercommunication” (Freire, 1970) can be initiated. This relationship amongst students and teachers is vital. Darder explains that if “students are to become competent in the democratic process, they must be given the opportunities to experience it actively as it gradually becomes part of their personal history.” Students who are not engaged in a humanizing dialogue with their teachers are trapped in those classroom spaces and conditioned into a state of dependency on a system that they do not understand and are unable to influence. They lack the critical skills necessary to participate and the social and self-empowerment to make their needs, interests, and concerns heard (Darder, 1991).

Our school team believes in analyzing the myriad data available through both qualitative and quantitative sources to inform instructional practices and drive a plan that increases academic achievement, increases teacher effectiveness, and invites community collaboration into a functional and sustainable school that serves the community of South Central with equitable access to quality education that prepares children for college and careers.

In looking at these different points of data, we have found there are islands of excellence that can be expanded into whole-school sustainability. We will model our school design on the current successes by increasing equitable access to the same quality practices that show positive data trends. We have identified the following 5 immediate priorities focused around research-based innovation that is student centered and community inclusive.

Our Priorities

Priority #1: Safety – *Ensuring that all of our students are able to learn in the safest, most nurturing environment.*

SCA #2 Community Health Advocates School (CHAS)

Our parents want to know that their children are being taken care of and taught in a school that is safe, free from violence, and supports students' healthy physical, social, and emotional development. In order to achieve this priority, CHAS will examine current data to see where safety support systems can be improved. This includes examining practices within the classroom, addressing issues of campus culture and positive behavior support, as well as better understanding the community dynamics that bring up safety issues for our students when they are away from school. Our plan for increasing safety includes the following strategies:

- Creating a positive school wide culture where the climate is one of respect for all stakeholders involved in the process of educating our students
- Instituting school wide practices that support student positive behavior support systems, empowering students to take ownership of their behaviors in a way that promotes their academic success and resolves conflict effectively
- Partnering with local organizations such as the Safe Passages program, the Brotherhood Crusade, the G.R.Y.D. program, our elementary and middle school feeder campuses, local school police as well as our local LAPD precinct to ensure that students are safe coming to and returning from school
- Collaborating with South LA Building Healthy Communities (SLBHC) initiative, to provide a healthy and safer South Central, will allow the school to function as a part of the community, not just in spite of it.
- Providing student support services such as drug and gang prevention counseling, that empower students to be healthier and take responsible risks
- Reducing our suspension rate and addressing the behaviors that lead to suspension ahead of time

Priority #2: Attendance – *Creating an educational experience where students want to come to school as much as possible*

As evidenced by the above attendance data, we realize that there are a myriad of reasons why students miss out on so much school. We also realize that students will not be successful if they are not in school to receive the support and education they deserve. This plan addresses what we feel are some of the main causes of low attendance rates based on the data. Our plan for increasing the attendance rate includes the following strategies:

- Creating the most engaging and supportive learning environment for students, ensuring that every class has the highest quality instruction for all our students
- Developing multiple opportunities for our students to apply their education to real world contexts
- Coordinating with parents, teachers, and counselors to identify attendance challenges that may arise for our students and provide appropriate services to address them in a timely manner
- Collaboratively develop calendars and schedules that respond to school and community needs to better increase daily student attendance

Priority #3: Graduation Rate – *Ensuring that all of our students are supported throughout their entire high school experience and ready for graduation.*

Having 48% of our students graduate from high school is unacceptable. Our school will do everything to create an experience where students do not accept failure as an option. In supporting all of our students towards graduation, this plan will address the graduation rate with some of the following strategies:

- Intensive academic support for all students within the core content as well as Advisory

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- Individualized Learning Plans for every student that help all stakeholders, including the students themselves, to track and monitor academic performance data
- Utilizing multiple data sets (grades, attendance, assessments, qualitative feedback from parents and teachers, etc.) to assist in early identification of students at risk of not meeting graduation requirements
- Communicating regularly with students and parents about student academic progress in a variety of ways, including student led conferences, traditional parent conferences, academic advising, online communication, and regular parent/community forums

Priority #4: Academic Proficiency – *Developing the academic skills and knowledge so that all of our students are proficient in all core content subject areas.*

We want all of our students to achieve academic success. This requires an unwavering commitment to student centered pedagogy and quality instruction. It requires cutting edge and innovative educational practices that prepare students for future career and college opportunities. The entirety of this plan addresses the proficiency of students in all core academic content areas with some of the following strategies:

- Culturally relevant and engaging core curriculum
- Project based curriculum and assessments
- Research based effective instructional and scaffolding practices
- Continual data collection and monitoring to inform our school wide and classroom practices
- Key partnerships that help support and celebrate the academic achievement of our students
- Personalized learning environment where every student is truly known and supported to their full potential

Priority #5 – Collaborating with Parents & Community – *Engaging parents and community members to better and more effectively support our students in school.*

This plan cannot be implemented without the support of our parents and community members. It is with this understanding that we move forward in presenting an alternative view of what education can be if all stakeholders are engaged in meaningful collaboration and dialogue around how best to support students. This plan, at every instance, requires our parents to be equal partners in achieving the mission and vision of CHAS. This will be achieved through the following strategies:

- Constant communication with parents and community members
- Authentic and multiple opportunities to participate in transparent and collaborative decision making at the school site
- Focus on cultivating positive relationships with parents and community members based on trust and dialogue
- Shared commitments to practices that ensure our students are at the heart of all dialogue and decision making
- Professional development with local community organizations which increase the capacity of teachers and staff to foster authentic relationships with parents and community to increase collaboration
- Parent/Community training opportunities that build capacity of our parents to effectively become involved in student academic life, school decision making, and educational and community advocacy

A-3. Applicant Team Analysis

Creating a Successful School Environment

To be successful in a new school environment, we will foster democratic leadership and the development of a learning community that can implement this plan, which is focused on a shared mission having internal accountability. By empowering marginalized students, along with their parents, and leveraging dissatisfaction with the status quo into a laboratory of democracy, we can collaboratively overcome challenges with continual learning and growing conscientiousness. We will replace isolation with support and motivation. Together, we will create a new school community that engages every student in the learning process. With our ever growing strength, the school will take control of outside factors, thereby providing every student with an equal opportunity to learn at the levels they deserve.

Only by collective action, through engaged participation of all stakeholders in imagining our future, can we make the shared decisions that will meet the needs of every student. It has also been well documented that school officials often disrespect or disregard minority parents/caregivers (Noguera, 1999). After creating an alienating climate and further marginalizing the parents/caregivers they serve, they wonder why attendance at parent-night is so low and conclude that the parents/caregivers do not care about the education of their children (Kailin, 1999). This can be remedied by not only consciously respecting parents/caregivers, but, more importantly, by also providing parents/caregivers with real power in making meaningful decisions about the school (Noguera, 1999). The creation of a social space for parents/caregivers, students, community members, teachers, and administrators to gather as equals at regular intervals throughout the school year must be used for democratic experimentation in which true power-sharing exists. School leadership needs to encourage debate and engage in mutual discovery, rather than trying to convince others of predetermined decisions. Parents/caregivers and students have a valuable viewpoint as victims of systemic racism on what changes need to take place. These gatherings would help similarly-situated parents/caregivers communally collect their thoughts to come up with effective solutions (Guinier & Torres, 2003). Results previously unimaginable would puncture the status quo. As parents/caregivers and students take ownership of the school, their motivation and commitment grow. Parental links engrain the school into the community, and social networks form that will enhance the performance of our students. Democracy will open the door toward the elimination of marginalization.

Through our outreach into the community, we learned that our schools need to provide families with distinct choices in the education of their children. That is why our Schools for Community Action (SCA) team has designed four separate plans, for four distinct pilot schools on the Augustus Hawkins campus. These four choices resulted from our findings from community interactions and as we read the relevant school design literature:

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

Community Health Advocates School was organically developed from the input of community members and families at our SCA Community Forums, and from conversations with neighborhood organizations and community advocates.

One such conversation was with Father Stan Bosh, a gang-intervention specialist in South Los Angeles. Father Stan works with Soledad Enrichment Action and runs group therapy sessions for both adults and young people who've witnessed or experienced violence in the community. In our meeting with him, he referenced the high number of young people with untreated post-traumatic stress disorder in the community surrounding the Augustus Hawkins campus. Father Stan noted, "There is an incredible need for emotional support for those young people and the idea of a school in this community that would prepare young people with the ability to support themselves, their friends and families mentally and emotionally would be phenomenal." For our design team, this further validated our assessment of the social and emotional needs which are often unaddressed that we have witnessed firsthand, as teachers, residents and community members of South Central.

Furthermore, while every parent and community member supports the need for a solid academic program in every school, they also want a safe and supportive environment for the students attending the school, and also for the parents/caregivers and community the school intends to serve. In June 2011, a design team member and Manual Arts alumni, Jazmin Garcia interviewed her mom about what she wanted to see in a new high school, which her youngest daughter will attend. Her response was:

Mental health and the emotional development of teenagers should also be themes. Sometimes maybe they could also invite someone to help parents evolve as a person and as a parent; this is difficult, evolving as a parent so that you can help guide your child. Also, maybe someone who can explain the laws on child abuse, so that parents know what line not to cross, to respect their child so that their child respects them in return. Maybe, it would be like a parenting class, because a lot can be included into that. A lot of parents don't even know of the resources schools offer, first the school has to inform us on what programs and resources they will have available. (Excerpt from Interview of Josefina Gomez)

In our door to door visits, the need for social and emotional support for parents and community members was a recurring theme (see Sections B-5.b. Parent and Community Engagement). Parents/caregivers and community members wanted to make sure a school would support the needs of students through and beyond classroom instruction. With the community's input in mind and with the great need in the field of social work in South Central Los Angeles in particular, **CHAS** was created to support the needs of students, families, and the community.

Our Leadership

Our **CHAS** design team members, along with the teachers, recent alumni, parents/caregivers, and community members of the greater SCA team, are dedicated to building the powerful and effective learning environment that the youth in our community deserve. Our SCA members have either been raised in the neighborhood or have worked nearly exclusively in the immediate area, including Manual Arts High School (the school to be relieved) and Muir Middle School (our feeder school). Two of the design team members were born and/or raised in the neighborhood surrounding the school, attending all local LAUSD schools. All of the other main contributors of this proposal have served the community in several capacities. Our plans are specific to the community needs of our South Central community, to which we are deeply connected, know well, and value.

The members of our **CHAS** design team, in collaboration with the greater SCA team, are well-positioned to successfully create and implement a new school environment focused on community health advocacy.

Erica Ramirez

Erica Ramirez was born and raised in South Central Los Angeles. Her classroom experience in K-12 includes teaching, leadership and support services. At Mission High School in San Francisco, she worked closely with

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English language learners and their families, facilitating the school's English Language Advisory Committee (ELAC). As a member of the school's decision making body, she helped to restructure the school into small learning communities. She has led professional development workshops on classroom curriculum, reading strategies, facilitating communication with families, and other student-centered activities. She has also been a mentor teacher for teacher education programs at UC Berkeley, Stanford and UCLA. Outside of her teaching roles, she has worked as a Saturday English instructor for Cal State East Bay's Upward Bound Program. In Oakland, she was the founding director of the summer academic/enrichment Aim High-Urban Promise Academy program for middle school students.

Upon returning to Los Angeles, she has been teaching 9th grade English at Manual Arts High School for 4 years. She has been an instrumental figure in the establishment of the Freshman Prep Academy by facilitating the establishment of a professional learning community amongst fellow grade level teachers, by leading curricular implementation in English 9 and English 9 Intervention courses and by shaping the student-led parent conference nights. She currently represents the FPA in Instructional Cabinet meetings and other school-wide leadership bodies. She is also a National Board Certified Teacher in Language Arts (Adolescence and Young Adulthood) and is currently enrolled in UCLA Extension's Certificate in Educating and Supporting Students with Emotional Disturbance (CESSED).

Patricia Hanson

Patricia Hanson has taught at Social Studies at Manual Arts High School in LAUSD for 5 years and prior to that she spent significant time working as a community and labor organizer in both Los Angeles and New Orleans, Louisiana. In her time as a labor organizer she spent significant time working in the Mental Health Industry in Los Angeles, familiarizing herself with local agencies, issues and resources. Furthermore her experience in New Orleans, post-Hurricane Katrina, taught her firsthand the necessity of emotional and mental support after experiencing trauma; she witnessed the danger and tragedy of undiagnosed PTSD as well as the hope that can come from adequate identification and support.

Throughout her career as a Social Studies teacher, she has striven to create culturally relevant and academically rigorous lesson plans that elevate all students intellectually while simultaneously developing a sense of consciousness regarding their cultural history and the history of Los Angeles. She has brought in outside resources to augment standards based units of study for her own and other classes. She has been the adviser for the campus Gay Straight Alliance for 4 years. With her guidance, the club has worked to create a more supportive campus for all students and linked students to outside resources to support students academically, socially and emotionally. This is her fourth year as Social Studies Department Chair; during this time, the department has developed and implemented common assessments and has started to work with USC Center for Active Learning in International Studies to develop vertical planning, as well as to provide access to materials and college professors to improve the rigor of lesson plans and develop as professional Social Scientists. Patricia is committed to teaching in South Central Los Angeles and will continue to develop as a professional educator so she can best serve this community. She is currently pursuing a Masters Degree in Urban Educational Leadership from the UCLA Principal Leadership Program.

Jennifer Castillo

Jennifer Castillo is an eighteen year old Latina, striving towards a positive future as well as working to improve future opportunities for the next generation. She grew up in South Central Los Angeles and comes from a Mexican and Guatemalan culture. She was raised in a home with both parents' love and support. As a child, and until this day, she has been surrounded by the presence of family, friends, and teachers who have watched her grow and whom she has much love and respect for. They all have played a huge role in

her life and have made her a firm believer in quality public education. They have transformed her into the strong woman she is today.

She is a recent graduate of Manual Arts High School. All the schools she has attended have been public schools around her neighborhood. She finds public schools very beneficial for people living in our communities. As a member of the Schools for Community Action, and specifically working with the Community Health Advocates School, she is looking forward to giving back to her community. She is interested in improving schools in South Central mainly because she has younger siblings and she wants what is best for them, education wise and health wise. She is willing to fight for schools and for public education because she has hope that one day there will be schools that are all about the students and simply for the students.

Jennifer has been motivated in taking a part of this project because of her previous teachers. They have been a great influence and she is thrilled to be working on a team with them. Although teachers are having hard times, she still wants to be an educator. She hopes to be like her own teachers open minded, all ears, friendly, loving, and supportive of all their students. According to Jennifer, “Times are difficult for everybody, but we have to do everything that is in our power to help ourselves.”

Josefina Gomez

Josefina Gomez grew up in La Paz, El Salvador. She immigrated to the United States in 1981 when she was 21 years old. Unfortunately she didn’t get an education because she had to work to survive; she had to pay bills and rent. There was no choice for her to go to school; she had to work. Even though she went to night school, she did not finish. She worries about the kids and their education, because life is getting harder every day for people looking to get educated. Sooner or later Josefina will return to school because education has no age limit, even if it is harder at her age.

Her main concern is the Augustus Hawkins campus because she hopes it inspires students to stay in school. Education is very important to her, as a mother of two daughters. She would like for them to dream big, from South Central Los Angeles to the White House. She knows that in our community we have very intelligent kids, but they need a lot of help and support from their family and their school. We need to work together to change our teenagers lives. We have to take care of our children and support them as much as we can so they can reach their goal. She wholeheartedly believes we need to invest in our education for our youth because they will succeed in the future and accomplish great things. She urges teachers to help our children to push themselves to do better, help them make important goals to go to college/university, and have a successful career. She feels it is essential to try to make the school atmosphere as friendly as possible for the child to stay focused and do well in school. She is also passionate about promoting different types of sports, awards for Mathematics and English, and summer school should as an option for students who have trouble in class.

Community Health Advocates School will work with our partners to further develop and strengthen our academic program. We will work with our partners in designing a standards and project-based curriculum that incorporates the highest rigor in academic and technical content and skills education (See Section B-1. b. i. Curriculum Development).

A-4. Informational Summary

Please see Appendix

B. INSTRUCTIONAL PLAN

B-1. Curriculum and Instruction

a. Instructional Program

The Instructional Program described herein is an essential component of the school-wide vision that goes beyond the traditional school structure, requiring extensive collaboration between departments and across disciplines. **CHAS** will utilize the autonomy granted under LIS Waiver #2, to ensure the successful implementation of sustainability of these school-determined methods to improve pedagogy and student achievement.

CHAS is modeled after The Master of Social Work Program at California State University, Dominguez Hills in that it focuses on the particular experiences and issues in the community of South Central Los Angeles to then create meaningful change. Thus, **CHAS** will work at increasing students' understanding of the underlying causes resulting from intersecting effects of prejudice, discrimination, and stereotyping and will teach ways of identifying strategies and interventions for addressing these concerns and problems in the South Central community.

Our goal is to create the future social worker and community health advocates of South Central Los Angeles. We want students to receive a quality education in South Central, receive their degrees and certification, and come back to help this same community. We would like to be the passport for students to come back and mentor the future generations, rather than simply leaving the community after receiving a college degree. We strive to counter the "brain drain" in our community by providing a rigorous and relevant curriculum which will allow students to see themselves as agents of change.

Underlying Theory

CHAS will embed the Mental Health Recovery Framework (MHRF) from the Human Services Academy Model, which is recognized as a necessary tenet in the field of social work. The MHRF has four stages, which are embedded in the **CHAS** curriculum through a focus on a stage for each grade level. The four stages are: hope, empowerment, self-responsibility, and a meaningful role in life.

The MHRF will be used as the underlying theory for our curriculum because it also helps to change the paradigm of an "illness centered" to a "person centered" approach. In the South Central community, as is the case in many communities with similar demographics, the conversation is often about how to "fix" the problem, as opposed to identifying assets in the community and empowering the community itself in addressing the prevalent issues. This aligns with our pedagogical approach of a student-centered curriculum as opposed to a purely test-driven focus.

Mental health professionals have also recognized that curricula at all levels of education, which promote the philosophy and practices of MHRF, are essential in training a highly skilled workforce. Incorporating MHRF's four stages of recovery into the **CHAS** curriculum is vital to provide relevant and current training in mental health. This training will simultaneously provide an academic foundation for students to build in post-secondary education.

The MHRF for **CHAS** students will embed the four stages:

Stage 1—Hope: Recovery begins with a positive vision of the future. Hope is most motivating when students can imagine a future beyond the present day. Students need to see the possibilities of receiving their high school diploma, receiving a college degree and pursuing a career. At **CHAS**, the embedded curriculum focusing on social work, along with internships, will allow students to have a tangible hope for a successful future.

Stage 2—Empowerment: To move ahead, students need a sense of their capabilities. Hope needs to be focused on what they can do for themselves. To be empowered, they need access to information and the opportunity to make their own choices. For this reason, based on their articulation of interests, students will have the opportunity to choose different educational options such as internship placements, support services, and academic courses.

Stage 3—Self-Responsibility: As students realize they need to be responsible for their own lives, they must constantly reflect. This comes with trying new things, learning from mistakes and trying again. At **CHAS**, our students will be encouraged to take risks, start new relationships, apply for jobs, internships and enrichment opportunities beyond school, and enroll in college.

Stage 4—A Meaningful Role in Life: To be successful, students must have a purpose in their lives separate from school. They need to apply newly-acquired traits such as hopefulness, confidence and self-responsibility in other areas of their lives such as at work, at home, in the community and in their social circles.

Community Health Advocates School Instructional Framework

Community Health Advocates School is committed to creating rigorous and empowering learning experiences for the students of South Central Los Angeles. Through our interwoven collaboration, we will meet the needs of the community surrounding Hoover and 60th and elevate the expectations of what a school can become.

Academic achievement for the urban student body that will populate our schools can be dramatically improved on many fronts. Black and Latino students are capable of great educational success when they are supported in an instructional framework that respects the students as capable learners, situates them within a relevant curricular experience, and combats the historical inequity their communities have experienced around issues of educational access. The **CHAS** instructional framework will incorporate the following elements to facilitate the success of ALL students:

- Project and Inquiry based learning environments that are constructed with students' cultural and community identities at the center have proved to garner achievement while addressing historical educational injustices (Thomas, 2000).
- Transformative classroom experiences that are rooted in critical pedagogy and collaborative learning empower students to create counter narratives that challenge dominant ideologies of the potential of urban students of color (Duncan-Andrade & Morrell, 2008).
- 21st century literacy skills that prepare students for the challenges of college and careers provide access to the innovation necessary to compete in today's institutions of higher learning and the global economy (Jenkins, 2008).
- A Linked Learning approach that integrates college-preparatory and career-based curricula, engages students in real-world learning opportunities such as internships, professional mentoring and job shadowing, and provides individualized academic supports so that all students can access the challenging curricula (Oakes and Saunders, 2008).

Linked Learning

Linked learning supports a college and career orientated school culture that is successful because it fosters relevancy in an audience that has disengaged from traditional school models. Further, it implements a system that enables students to have the skills, knowledge, and coursework required to successfully navigate through college and career opportunities. This is also one of the methods we will use to eradicate the systematic tracking that “exacerbates differences among student subgroups, whereby low-income students and students of color receive less rigorous coursework, leading to inferior educational outcomes and fewer career opportunities”(Education Trust- West, 2011).

Universal Design for Learning (UDL)

We are committed to providing inclusive settings for all students, including those with special needs and English language learners. All students will be taught alongside each other in the same regular education classrooms. Every effort will be made to provide students with the least restrictive environments in which to learn.

Moreover, students with special needs will not be segregated from other students. All faculty and staff will be responsible for working with and supporting these students. We will foster an atmosphere of acceptance and respect by encouraging all students, faculty, and staff to view students with special needs as equal members of the school community.

Over the past 15 years, Center for Applied Special Technology (CAST) has developed UDL through an ongoing program of research and development (e.g., the National Center on Accessing the General Curriculum [NCAC]), including the Strategic Reader Project, the Engaging the Text Project, the Thinking Reader Project and the National Instructional Materials Accessibility Standards (NIMAS) Research & Technical Assistance Centers. At the heart of UDL is recognition of the vast individual differences that exist among students and of the promise of curriculum flexibility for optimizing learning in the face of these differences. In essence, it is a framework for differentiated instruction that utilizes 21st century technology skills to achieve access to the curriculum for all students. For UDL, “Universal” does not mean “one size fits all” but rather that learning designs accommodate the widest possible range of learner needs and preferences. To that end, three central principles serve as the foundation for UDL and for our curriculum and instruction:

- **Provide multiple means of representation** to give learners various ways of acquiring information and knowledge
- **Provide multiple means of expression** to give learners alternatives for demonstrating what they know
- **Provide multiple means of engagement** to tap into learners' interests, offer appropriate challenges, and increase motivation.

Integrating UDL into our instructional framework will allow us to provide instruction that is accessible to a wide range of students and truly achieve our core value of student centered pedagogy. Until recently, it would not have been practical to develop the flexible and educative curricula and tools envisioned by UDL for under-resourced schools because of technological limitations. Similarly, it would not have been practical at these schools to develop highly interactive strategic instruction using the UDL approach. Fortunately, advances in digital technologies now make the development of interwoven UDL tools, texts, content curricula, and strategy-based interventions possible at our school. Reliance on printed materials and scripted curricula with their lack of flexibility and often limiting access raises many barriers to achievement for many students.

Urban educators face many well-documented challenges to providing their students with a quality education (Haberman, 1991). Our schools have been continually and paradoxically situated in reform efforts that fail to yield positive progress for our most underserved students. Many educators and researchers have begun to approach these challenges not from a deficit model, but rather by building upon the existing resources (physical, social, and cultural) that are available to urban schools. At the forefront of this movement are educators that leverage the urban environment as a classroom. Field-based experiences are crucial because learning outside of school engages students in activities situated in real-world cultural contexts (Fusco, 2001).

Focused on social work and community health advocacy, **CHAS** will focus on an instructional program which incorporates Project-Based Learning, collaborative learning, and Linked Learning. These research-based pedagogical practices will help us ensure that the 21st century literacy and technology skills at the foundation of our academic program are accessible to every student.

Instruction for Success

CHAS will employ the following evidence-based educational practices and teaching methods.

Understanding by Design (UBD) – Also referred to as “backwards planning,” the UBD approach to planning instruction starts with the learning objectives for a particular unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, to the assignments and activities that will meet students where they are and develop the skills and knowledge necessary to meet the learning objectives, and to the initial prompts and essential questions that begin the learning process for a particular unit (Wiggins, 2005). During our professional development before the start of the school year, CHAS will use UBD in department and cohort teams to develop curriculum and in small groups or as individuals in the development of individual courses.

The UBD approach to instructional planning considers these elements:

W – Ensure that students understand WHERE the unit is headed, and WHY.

H – HOOK students in the beginning and HOLD their attention throughout.

E – EQUIP students with experiences, tools, knowledge, and know-how to meet performance goals.

R – Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

E – Build in opportunities for students to EVALUATE progress and self-assess.

T – Be TAILORED to reflect individual talents, interests, styles, and needs.

O – Be ORGANIZED to optimize deep understanding as opposed to superficial coverage.

Thinking Maps—Thinking maps create a “common visual language within a learning community for transferring thinking processes, integrating learning, and for continually assessing progress” (Hyerle, 1995). Thinking maps can be used in every subject area to engage students with basic thinking processes such as defining, describing and sequencing and with more in-depth analytical processes such as cause and effect, analogies and comparing/contrasting. Furthermore, we know that a great number of teachers from John Muir Middle School (feeder school) utilize thinking maps to help students access content and organize ideas; therefore, students will be familiar with thinking maps and continue using them to explore new and more complex content. Incoming students will come with a foundation from their prior education experience in elementary followed by middle school that cannot be ignored and when built upon, further enhances learning capabilities for students.

Content-area and academic vocabulary instruction – Research demonstrates that the “relation between reading comprehension and vocabulary knowledge is strong and unequivocal” (Baker, Simmons, & Kame'enui, 1997) and that direct vocabulary instruction improves reading comprehension and is particularly important for struggling students and English language learners (Hill and Flynn, 2006). That said, not all vocabulary instruction is effective. The CHAS design team has experience with the direct vocabulary instruction based on Kate Kinsella’s research and work and will share this experience and knowledge (as well as the associated materials) through professional development sessions and direct support throughout the school year. This instruction introduces new words through engaging students’ prior knowledge (through using examples, images and metaphors connected to their lived experience), and provides a student with multiple opportunities to use the words.

Socratic Seminar— Currently used by **CHAS** design team members in English and Social Studies classes, with varying skill levels, Socratic Seminars support a structured discussion for students to engage in meaningful discussions about a text, issue or idea. Socratic Seminar often starts with very structured discussion norms to allow for students to feel comfortable with contributing to discussion. Through modeling and practice students are able to use Socratic Seminars for analytical and complex dialogue. Also, by using Socratic Seminar for whole-class discussion students are able to draw on their prior experience and their interactions with other readers and writers to continue to make meaning of complex texts, issues or ideas. Students are responsible for listening and speaking to each other to give and receive input and to elaborate or challenge ideas discussed by the whole group. Since Socratic Seminars are formal discussions, students practice adjusting their volume and tone for an academic discussion. This also provides students practice with using academic language to write analytical and evaluative questions to bring to the discussion. The use of Socratic Seminar also supports student-centered pedagogy because instead of a teacher-centered question to start the discussion, students bring their own questions to discuss.

Rubrics— Rubrics and academic expectations will be articulated and utilized in every classroom. In every classroom, student work will be posted with rubrics attached to demonstrate for students and parents, the academic expectations of various tasks and assignments. Rubrics will also facilitate the common scoring process for common assessments to guide teacher discussion in professional learning communities. Teachers will agree on common rubric formats to support common expectations across the curriculum.

Online Student –Teacher Collaboration- **CHAS** teachers will be expected to utilize “edmodo” or another agreed upon online collaboration site to augment existing social networking skills , to address lack in 21st Century technology skills and to enhance communication of assignments and expectations between teachers, students and parents. Through such online collaboration, teachers, students and parents will be able to communicate, view assignments, grades, and share additional resources.

Additional Accommodations-- At **CHAS**, all students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

Core Values in Practice:

Community Health Advocates School, like all four schools at the *Schools for Community Action* campus, will support our core values: student-centered, community collaboration, innovation and excellence, social justice and sustainability.

Student-centered

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Students and the community of South Central are in need of continuous support to enrich their social welfare. **CHAS** will not only address the needs of students within our small school and at the Schools for Community Action campus; it will also give students the tools to be the agents of change for the South Central community and beyond, using their lived experiences and environments as their learning and training ground. From the 2008 report “The Human Services Academy Model: A Career Pathway for High School Students in Mental Health,” the following student-centered features were identified:

- 1) enhancing and aligning students’ academic and career aspirations with their expectations
- 2) creating a sense of belonging and support through academic and personal counseling; and
- 3) establishing the importance of strong relationships between students and teachers.

CHAS will use these key tenets will ensure that the master schedule, Advisory, internships and grade level curriculum will reflect the needs of the students (See Sections B-1.b.Core Academic Curriculum).

Community Collaboration

By partnering with local universities and organizations already doing the work necessary to support social welfare needs, **CHAS** will benefit from the latest research and practices taking place at the graduate level and in national discourse. Through mentorships and internships at local organizations providing social welfare services, students will work hands-on with the community they are striving to support (See Section B-1.b.i Curriculum Development). In 2010, the California Endowment Foundation launched “Building Healthy Communities,” a 10-year strategic plan to support healthy living. Building Healthy Communities targets 14 districts throughout California in the initial phase, including the South Figueroa-Vermont-Manchester Corridor, which will be a an opportunity for **CHAS** students to be exposed to the variety of careers in the health and social service fields. It will also be an opportunity for **CHAS** to strategically collaborate with numerous organizations and individuals striving to make South Central a healthier place to live.

Social Justice

The study of social work, like the other areas of study, does not operate in isolation from other social issues and injustices. It is with this in mind, that **CHAS** will strive to make students aware of how the layers of oppression which are manifested in our individual identities and our society are often exacerbated in communities like South Central. In understanding how these systems operate, students will be better able to counter them and create changes to diminish and/or eradicate them.

Innovation and Excellence

CHAS will be the only school in the Los Angeles Unified School District dedicated to a career pathway in social work. **CHAS** has taken into account strengths and strategies used by the Health Service Academies at Huntington Park High School and Narbonne High School to improve our curriculum. In addition, **CHAS** will not only meet a need in the South Central community, but it will also support the needs of the greater Los Angeles area and beyond. By building a strong foundation in social work, students will be able to apply the 21st century skills learned to other fields of study and work. Students will be able to use technology as a tool for research, problem-solving, and civic action.

CHAS will also incorporate the new 2012 California career technical education (CTE) model curriculum standards, under the mental and behavior health pathway that focuses on an industry-driven perspective of mental health recovery. Moreover, utilizing the Linked Learning approach will provide students with a foundation that combines academics and career technical education (CTE). This alignment of academics and CTE have also proven to help students transition from high school to post secondary education and pursue better paying careers (Saunders and Hamilton, 2010; Dayton, Hester, and Stern, 2011).

The CCTE standards focus on three major areas:

- 1. Seamless Transition** refers to collaborative partnerships between secondary, postsecondary and industry sectors to minimize the transition gaps from one educational institution to another and increase the entry to the workforce. It is with this in mind that we will work closely with our current partners and we continue to build new relationships with potential future partners.
- 2. Essential Employability Skills** refers to linking academic content standards with 21st Century skills, and equipping students with the most current and relevant industry-based capacities. For this reason, our core curriculum will embed the necessary skills to enter a college pathway and career in social work. To give our students hands-on experience in a variety of settings employing these skills, students will participate in internships, job shadowing experiences and regularly engage with health-field practitioners to practice and reflect on their role as community advocates.
- 3. Standards Alignment** refers to the combination of academic content standards and industry career technical education standards. At CHAS the core content teachers will work with our industry partners to weave together the academic content and CTE standards through Project-Based Learning. Some projects will be smaller and focus on integrating the themes and skills of social work or mental health into one content area, such as a community resources expository research project in English class or a mental health epidemiology project in Biology. Other projects will integrate multiple subject areas through a shared social work or mental health lens such as a world history, algebra/geometry and English project that examines global mental health trends.

This alignment will provide relevance to the academic content and expose students to a variety of careers within the social work and mental health fields. To facilitate this alignment **CHAS** will work closely with ConnectED California and Linked Learning expert, Erica Hamilton, to strengthen and implement our Linked Learning curriculum. Teachers will be trained in the ConnectEd Curriculum planning and supported to ensure successful implementation.

Sustainability

The collaboration with our local universities and community organization will not only support the vision and curriculum of **CHAS**, but it will also provide opportunities for the entire campus to receive Professional Development and campus resources. For example, while a university or professional institution may only be able to provide services for **CHAS**, it will be the job of our teachers and staff to lead future workshops and trainings for the 3 other schools on our campus to share best practices and strategies for all students at SCA.

Within **CHAS**, through the creation of student-led peer mediation/conflict resolution teams, the entire *Schools for Community Action* campus will receive and benefit from this support.

Additionally, to ensure equity and choice when placing students in one of the four *Schools for Community Action* schools, we will use criteria to offer the community educational opportunity, diversity, and choice (See Section B-1.e. Vertical Articulation).

b. Core Academic Curriculum:

Community Health Advocates School are proposing a locally-determined core academic curriculum, utilizing the autonomy granted by LIS Waiver #3, that will focus on interpersonal communication, teamwork, leadership, personal growth, self-awareness, acceptance and celebration of diversity, basic human development, basic knowledge of disabilities, and the nature of the helping relationship. This

curriculum will meet all district and state requirements while further personalizing instruction to meet the needs of our students and authentically embed our focus on community health advocacy.

To meet the course needs, **CHAS** will not only use the traditional classroom setting for instruction and learning, but we will also take advantage of online learning and blended learning to meet the needs of all students. The core curriculum will be supplemented with relevant case studies from various forms of media and guest speakers. Through internships and mentoring, students will get hands-on experience working in the field of social work and advocacy.

School-wide, collaboration amongst teacher teams will drive the emphasis on social work. **CHAS** teachers will collaborate in horizontal, grade level teams, to deliver effective interdisciplinary and project-based curriculum. **CHAS** teachers will also collaborate in vertical, subject-like teams to ensure that students build on previously learned skills and are challenged with rigorous expectations. For example, in a 9th grade health class, students will be able to research a topic of choice, such as child abuse prevention or issues faced by gay and lesbian youth, which will lead to possible internship interest in the upper grades. Throughout the school, students and staff will participate in creating awareness of an array of community health needs through informative displays focusing on a different community need every month, such as “Aging” or “Domestic Violence.”

Academic Curriculum

Standards Based

In creating a rigorous academic curriculum for all students, our school will draw upon the California State Content Standards, the National Core Standards, and the California Career Technical Education Standards to create the foundation for all classroom instruction. All departments will create standards based pacing plans, units, and assessments that allow for maximum collaboration and vertical alignment, so students will be able to build upon each previous year’s knowledge and skill base. A strategic focus on basic academic literacy development across the curriculum will help ensure integration of reading, writing, and technological skills in every core content class. Also, in every department pacing plan, there will be room designated for the integration of grade-level cross-curricular projects.

Career & College Preparatory

From 9th grade to graduation, students will apply their academic content knowledge to issues in the social work or mental health field to best prepare them for college and expose them to key issues in the field. For example, in their 11th grade year, students will be expected to write a research paper on a current U.S. health issue and how it specifically affects the South Central community. This will not only allow students to stay abreast of current community health issues, but it will also give students an opportunity to learn and practice the academic writing necessary for college.

In addition to the core content standards-driven instruction, our students will benefit from an educational experience that incorporates technical skills training throughout the core curriculum. By integrating the new 2012 Career Technical Education Mental and Behavioral Health Standards and framework within core content classes, **CHAS** will ensure an education that is not only fit for mastery of academic content within the classroom but also prepares students with an identifiable college or career pathway.

CHAS will offer core classes to every student to ensure all A-G requirements are met upon graduation. All staff members will instruct from a pedagogy centered on the belief that every student will achieve success at our school and build upon these successes in future college or technical career endeavors.

Project-Based Learning

An integral component of all core classes will be instructional emphasis on Project-Based Learning (PBL). In PBL, multiple shifts take place. The action moves from the teacher lecturing to the student creating, the nature of learning shifts from memorization to discovery, and the classroom transforms into a lively forum for sharing ideas and asking questions. Project-Based Learning also facilitates the integration of academic and career-based curricula within individual classes and across multiple classes.

Research shows that relevant PBL facilitates student engagement across all student groups, including struggling students, English Language Learners and gifted students (Barron, Scwhartz, Bransford, 1998). Engagement occurs through the high levels of differentiation and individual attention that are possible when students work in groups to complete a project. Furthermore, research demonstrates that within highly-structured, teacher-facilitated student group work, students learn from one another, and students learning English as a second language are provided with multiple opportunities to practice language use in a smaller group, less formal group of peers, compared to whole-class instruction (Waxman, Tellez 2002). The data from our relief campus suggests that when PBL is integrated into core curricular classes such as math through programs like *Algebra Project*, in which Manual Arts students in 9th grade Algebra I classes using the *Algebra Project* curriculum saw an increase of 140% in CST scores from the previous year without implementation of the curriculum.

Community Health Advocates School Themes and Courses

9th Grade	10th Grade	11th Grade	12th Grade
Essential Questions:			
HOPE	EMPOWERMENT	SELF-RESPONSIBILITY	MEANINGFUL ROLE IN LIFE
Who am I? What is my role in a community?	Why and how do I advocate for a healthier community?	How do I collaborate to advocate for a healthier community?	How will I continue to advocate for healthier communities?

Classes are paired for cross-curricular units / co-teaching. The purposeful pairing of courses will facilitate teachers working together toward a shared project involving both content areas. Through our University partnerships, teachers will be paired up with University Instructors and Program directors to augment our electives and core content curriculum to further embed the key concepts and core frameworks of social work and community health. In addition, our partners will be incorporated in the classroom setting as guest lectures, as facilitators, and as mentors.

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Grade 9 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
English 9	Spanish
Geometry	Art
Intervention/Accelerated Math or English Course based on Diagnostic Results	Health/Social Studies Elective (Community inquiry)
P.E.	Physics

Grade 10 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
English 10	Spanish or CAHSEE Intervention
World History	Art
P.E.	Introduction to Social Work (Peer Mediation/Conflict Resolution)
Algebra 1	Biology

Grade 11 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
Amer. Literature	U.S. History
Spanish	Art
Algebra 2	Chemistry
Psychology/Sociology	Human Behavior and the Social Environment

Grade 12 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
AP Econ/Govt.	Statistics
Composition/Lit.	Spanish for Social Work Careers
Trigonometry/Pre-calculus	LAVA or community college course
Internships in Social Work	Policy and Practice in Social Service Organizations

CHAS Courses

English (English 9, English 10, American Literature, and English Composition)

- All English courses will further develop skills in reading, writing, speaking, and listening.

Mathematics (Geometry, Algebra 1, Algebra 2, Trigonometry/Pre-calculus, and Statistics)

- Because Math classes are often gatekeeper classes, which prevent students from acquiring further skills and credits, **CHAS** is purposely starting with a math sequence that puts Geometry

before Algebra. We want to give students an opportunity to feel comfortable with math when they first start high school. This math sequence also provides a more streamlined transition from Algebra 1 to Algebra 2.

- Also, by pairing up Geometry with Art, for collaborative teaching teams, students will be able simultaneously create visual representations of geometric figures and employ geometry skills in the creation of art.
- The knowledge and use of statistics is integral to identifying and advocating for issues in the community. Providing students with a college-level class will allow students to become familiar with and employ the different uses of statistics, especially as it is connected to community health advocacy. Through Project-Based Learning, teachers in English, Science and Social Studies will be able to introduce students to the fundamentals of statistics (gathering information by creating surveys, doing basic statistical analyses and projecting through basic linear equations, etc.) in the lower grades in preparation for the Statistics course.

Social Studies (Elective—Community Inquiry, World History, American History, Economics/Government)

- History is not mandatory during the freshmen year of California high schools, yet **CHAS** will offer a Social Studies Elective (one semester) to give students an opportunity to explore individual and community assets. This course will be a foundation for future social science courses by providing additional exposure to extensive and in-depth reading, writing, and statistics.

Science (Physics, Biology, and Chemistry)

- Offering Physics to begin the science sequence is another way of providing students with a more hands-on approach to science. Students will receive an overview of physics theories and concepts such as force, motion, and energy. In addition to conducting hands-on laboratory experiments, students will be exposed to academic science vocabulary through the collaboration with teachers teaching Physical Education.

Spanish

- It will be critical for all students to be literate in Spanish. Although many of the students in South Central speak Spanish, few have had opportunities to formally read and study Spanish.
- Historically, students who identify Spanish as their home language do well on the AP Spanish Language test, so offering this course will allow students to accumulate more credits for college.
- Spanish will be available all four years, even though the A-G requirements for the University of California state that only two years of the same language is required.
- In the upper grades, Spanish will focus on translation skills. This will not only help students' individual goals, but it will also support needed services at the school and in the South Central community. The need for translators and bilingual support providers in Los Angeles, and in South Central in particular, is great. In Los Angeles, more than 41% of households identified Spanish as the language spoken in the home.² We will work with our local community colleges to give students the opportunity to earn a bilingual certification.
- A significant number of our students are language learners, so the emphasis on translation skills will further support their acquisition of English as they interact with English speaking students and community members.

² <http://www.laalmanac.com/LA/la10.htm>

Math/Reading Intervention

- These courses will be used to reinforce foundational reading and math skills at for students who test below basic and far below basic on the California Standards Test (CST) and/or on assessments. We will research the variety of web-based interventions currently available within LAUSD (Measuring Up, Kaplan, and Revolution Prep) and incorporate them into the core classes (for highly impacted classes) and utilize them in intervention classes referenced in the schedule above.

Physical Education

- The P.E. classes at **CHAS** will be directly linked to our overall curriculum focusing on community health advocacy. P.E. instructors will exemplify adult community health advocates. They will not only focus on the physical aspects of exercise and body control, but they will also tie in the relationship between a healthy mind and body. This may take the form of breathing exercises, yoga, and/or other ways to reduce stress and anxiety.

Art

- Visual and performing arts play an important role in making sure the **CHAS** curriculum is well rounded. In our first year, we will start with Art. As our population and resources grow, we will strive to offer other visual and performing arts classes.
- We will continue our partnership with the YouThink organization, whose mission is to use art to foster critical thinking, engage diverse learners, promote literacy and serve as a tool for social change. Our collaboration with YouThink also brings the opportunity for:
 - Internship program to cultivate the leadership skills of students who are motivated to make a difference.
 - Field-trip opportunities
 - Professional Development at YouThink or at school site
 - Art and social justice specific curriculum

Health

- Students will learn fundamental lessons about leading positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.
- This will be an essential course for students to get an overview of health related topics and start making connections to their personal needs and the needs of the community.

Peer Mediation/ Conflict Resolution

- Begin first year with 11th graders, who provide support for 9th and 10th graders; in second year 11th and 12th graders will provide support for 9th and 10th.
- We will also partner with the Asian Pacific American Dispute Resolution Center and the Western Justice Center to train a cadre of Peer Mediators and faculty sponsors to empower youth with the knowledge and skills to manage conflicts in a restorative and cooperative manner.

Sociology

- The course will be designed to address the way human beings live, create community with one another, work, act to oppress or uplift one another, build families, and survive. Sociology is a discipline that focuses on the study of society and cultures, in this case, the society and culture of the world, United States, California, Los Angeles, and South Central, which is essential to social work and community health advocacy.

Psychology

- This will be a rigorous and academically challenging, the course encourages the development of critical and reflective analysis, reasoning, and other cognitive skills.
- Students will be able to apply research methods to actual events and current community issues

Internships in Social Work

- Students will demonstrate that they are active members and community advocates, through internships, professional mentoring and job shadowing.
- Because the school will open with 9-11th graders, it will allow existing partnership with private and non-profit organizations to prepare for interns the following year.
- Internships, professional mentoring and job shadowing will provide semester-long placements at service agencies. Our 12th graders will work four afternoons a week under the guidance of their work-site mentors, complemented by our weekly classroom instruction. **CHAS** internships, professional mentoring and job shadowing could include tutoring elementary school children, leading after-school homework support and recreation activities at recreation centers, working for a teen hotline, or providing other forms of community health advocacy. Other internships will allow students to work at mental health, health or other service agencies. While others will help at care centers for seniors.
- To meet Community Service and Service-Learning requirements, students will use these experiences to demonstrate that they are active members and have and have had meaning participation in their community.

Advisory

- The unique focus on personalization is what drives the program (Linda Darling-Hammond, 2002). Our learning themes are building blocks that add to students' academic, personal development and career skills each year.
 - 9th grade: "Organization and Relationships" activities help students understand their learning style, how they relate to teachers and peers, and how to respect differences.
 - 10th grade: "Communication and Leadership" activities help develop skills in problem solving, listening and conflict resolution.
 - 11th grade: "Career Exploration" allows for study and different career opportunities to best apply for internships
 - "College Preparation" focuses on transitioning from high school to post-secondary education opportunities
- Additionally, Advisory will serve to teach and reinforce our Habits of Mind (See Section B-4. a. Description of School Culture) and the Advisor will lead students through creating and advocating for their Individualized Learning Plan (See Section B-1. d. Addressing the Needs of All Students).

Curriculum Development

Community Health Advocates School is rooted in the idea of being a learning organization and will therefore focus on the development of professional learning communities. A Professional Learning Community's sole focus has to be on student learning (DuFour et al., 2004). Therefore, curriculum, rubrics, assessments, and general practices will be developed collaboratively through Professional Learning Communities. We will work with our partnership organizations to further develop and strengthen our

curriculum (See Section B-5.c. Key Community Partnerships). We will work with our partners in designing a standards and Project-Based Curriculum that incorporates the highest rigor in academic and technical content and skills education (See Attachment: Curriculum Development Timeline)

Following the backward curriculum design model of Wiggins and McTighe (2005, 2007), all curricula will be developed to meet the goals stated in our mission and vision. Rather than writing curricula based on isolated drills, all curricula will be based on projects and collaborative learning. Projects and assessments will require the development of habits of mind and ability to transfer skills and knowledge so that students' learning has long-term use.

c. WASC Accreditation

During August of 2012 the Governing Council will review the Conditions of Eligibility to be considered for WASC Affiliation as part of its ongoing monitoring of the implementation of the PSC plan. By September 30, 2012 the principal will submit at Request for WASC Affiliation form with the \$150 application fee. The school will then be provided with an Initial Visit School Description form that requests information regarding the purposes and operation of the school and evidence of the school's status in relation to the conditions of eligibility. During professional development time as part of the end of the semester reflection process, the faculty will review WASC's Conditions of Eligibility Rubric, complete the Initial Visit School Description form and gather the appropriate documentation. Upon receipt of the forms, the Executive Director of WASC will schedule a two member, one-day school visit, after which they will make a recommendation regarding the school's readiness for initial affiliation which include the following possibilities and related responses by the school:

- *Not granted affiliation* means that one or more of the conditions was not met. In the extremely unlikely event that this is the recommendation, the principal will call an emergency meeting of the Governing Council and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit as soon as possible.
- *Candidacy* means that the school qualifies for accreditation and will be directed to submit a first-year progress report indicating progress being made in meeting the recommendations of the initial visiting committee. After submitting this report, the school remains in candidacy status until the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee).
- *Initial Accreditation* means that all conditions of eligibility have been met to the satisfaction of the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee).

CHAS design team member, Patricia Hanson's experience in a successful WASC process will be instrumental in our CHAS WASC accreditation process.

d. Addressing the Needs of All Students

The data on the area high schools and feeder campuses shows that our student population will be entering our school with a wide variety of learning needs that will include English Language (EL) and Standard English Language (SEL) learners, students with special education needs and/or very low skills and gifted students who need additional challenges to grow as learners. In order to meet the diverse needs of our students, we have developed a plan that provides for individualized, early and consistent supports for every student.

Through a strong feedback loop **CHAS** maintains constant awareness of student progress to identify student needs and develop concrete responses to them. In doing this, our school responds to the fact that struggling learners are often confined to an educational regimen of low-level activities, rote memorization of discrete facts, and mind-numbing skill-drill worksheets. They have minimal opportunities to actually use what they are learning in a meaningful fashion.

Through our school feedback both online and in-person, our approaches to addressing all student needs signal to students and parents/caregivers that the underlying goal of all school efforts is to improve students' understanding of important content so that they can engage it

Meeting the needs of English Language Learners, Special Education students, and Gifted and Talented students will be done by using adaptive pedagogical practices. Adaptive pedagogy ensures effective classrooms where “teachers use diverse strategies ranging from whole class lecture and recitation to guided inquiry, small group work, discussions, independent work, projects, experiments, book and internet research, constructions of models and products, use of technology and the arts for accessing and expressing ideas, and teacher interaction with individuals and small groups. In these classrooms, students attend to short-term tasks as well as long-term projects and are engaged in activities aimed at the mastery of facts as well as in-depth understanding.”(Darling-Hammond, 2002)

Based on our emphasis on inclusion through the use of Universal Design for Learning (UDL), English Language Learners and students with disabilities will be more organically incorporated into “mainstream” (General Education) classes, through co-teaching and collaboration in curriculum planning.

In aligning with the research on diverse student populations, our plan incorporates the latest research based instructional strategies and pedagogies to ensure that all of our students, regardless of academic level upon entrance, achieve proficiency on their way towards graduation and beyond.

Personalization

Key to understanding the needs of every student on our campus will be an environment of *personalization*. The mere size of our small school offers a context for the personalization of the learning experience but is not in and of itself the sole requirement to achieve personalization. Although small structure is integral to the personalization of education for students, our plan recognizes that although the “educational research has suggested that, all else equal, small schools tend to produce significantly better results for students. These results are the most pronounced for students who are typically least well served by traditional schools. Yet it is important to recognize that ‘small’ is not enough. While it is true that small schools are generally more successful than large schools, smaller size is only a part of the answer” (Darling-Hammond, 2002).

Teachers and students will be encouraged to develop relationships that extend beyond the classroom and transcend the typical student adult relationship that too often creates situations that lead to disengagement from the high school experience for many of our students. Our school will work hard to ensure that there are multiple opportunities for these type of mentoring relationships to be created so that every child has some adult figure on campus that they can go to for both academic and social and emotional support. In Advisory, students will have an adult advocate who will support their emotional and social needs through personalization. At cohort meetings, the Advisor will be the liaison between student, teachers, parents/caregivers, and other advocates. The Advisor will follow the RTI Process to schedule parent conferences and/or make necessary referrals (See Section B-4.c. Social and Emotional Needs).

Individualized Learning Plans (ILPs)

Advisory will also serve as a means to personalize the educational experience of the students. Through advisory activities that build the capacity of students to take their education into their own hands, teachers will act as advisors and work with students to develop *Individualized Learning Plans* (ILPs) for all of their advisory students. The ILP is an important tool that students, teachers and support staff will use in conjunction with the students' parent(s)/guardian(s) to guide instruction and support the learning of each student at **CHAS**. Different from traditional graduation plans, or special education IEPs, **CHAS's** ILP is a portfolio notebook that will be created on the student's first day at the school and conclude with the student's final (senior) exhibition that reflects his or her experience at **CHAS** (See Section B-4.d. College and Career Readiness). We expect that each ILP will change and grow with the student, and thus include different elements as the student develops. However, all ILPs will share the following core elements: a graduation plan that will be updated by the student (with the supervision of the advisor) each semester; a S.M.A.R.T. goal setting, completion and reflection log; all school- wide assessments; student analysis of his/her learning styles and strengths and challenges; and documentation of and reflections on participation within core academic area projects. The ILP will be maintained as part of our Advisory program and supervised by the student's advisor with the support of each grade-level team and the school counselor. The ILP will also be part of every parent meeting, and parents/caregivers will be part of the student's goal setting and completion (See Section B-4.a. Description of School Culture).

Project-Based Learning and Culturally Relevant Curriculum

Research shows that PBL often succeeds in engaging our most difficult learners. Several studies have documented positive changes for teachers and students in motivation, attitude toward learning, and skills, including work habits, critical thinking skills, and problem-solving abilities (see, e.g. Bartscher, Gould, & Nutter, 1995; Peck, Peck, Sentz, & Zasa, 1998; Tretten & Zachariou, 1995). Interestingly, students who may struggle in traditional instructional settings have often been found to excel when they have the opportunity to work in a PBL context, which better matches their learning style or preference for collaboration and activity type (see, e.g., Boaler, 1997; Meyer, Turner, & Spencer, 1997; Rosenfeld & Rosenfeld, 1998). Through working on collaborative projects with other peers in mixed ability groups, college students, and faculty members our students will learn from each other and experience multiple opportunities to demonstrate success within and beyond their classrooms.

We would like to stress that our instructional model, with its incorporation of Project-Based Learning, is a curriculum inherently responsive to variations in student need. Each student at **CHAS** will maintain and constantly revise their Individualized Learning Plan that supports his or her unique educational requirements.

Teachers will apply instructional strategies proven to work with students with diverse learning styles (See Section B-1.a. Instructional Program).

Students of Poverty

Although many of our students deal with issues of poverty, this does not indicate a change in instructional approach. Working class students do not learn any differently than those of middle and upper socio-economic backgrounds. Instead what is needed to address issues of poverty (high absence rate, health problems, lack of housing, lack of home work space, or any number of unforeseen difficulties a student from this background may experience) is to provide added support and services. The Augustus Hawkins Schools for Community Action campus will work with community based health organizations like St. John's Clinic to provide services such as free health screenings, access to family planning services, as well as social and emotional well being programs.

In addition **CHAS** will depend upon the personalization offered through our Advisory program, and the support of our school counselor to facilitate the attention and flexibility needed to help students cope with issues related to poverty while meeting the expectations of quality work and participation.

Finally, the flexibility offered through our internships and community service will give students who must work, to help support the family, an opportunity to integrate their work experience with their academic experience and not have to choose one over the other.

Students with Disabilities

All students included in the **CHAS** community, particularly RSP students and SDC students will benefit from the schools philosophy of teaching the whole child, with close monitoring from their team of teachers, access to the on-campus physical and mental health services and academic intervention programs. **CHAS** will also take every measure to personalize the learning experience of each student with special needs, through a focus on art and technology, and through building on the strengths and responding to the needs of each student with the development of an Individualized Learning Plan (ILP). For all students, **CHAS** will be a place where they are well known by a common set of adults who will track their progress and support their transitions within high school and beyond. **CHAS** is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. **CHAS** will provide all students with the chance to apply their standards-based learning to innovative solutions to community health and social work issues. Collaboration between general education, special education teachers, and career partners will insure student success (See Appendix E: Service Plan for Students with Disabilities).

Gifted Students

High performing students often lack motivation when work becomes unchallenging. When instruction is slowed down to meet the needs of other students, high performing gifted students become disengaged. Project-Based Learning offers high-achieving students choice within the curriculum. **CHAS** will use the community health advocacy internships and experiences to allow for high achieving students to take leadership roles as they work together with their small teams to accomplish challenging outcomes often set by the group themselves. Heterogeneous collaborative grouping allows students to not only assist other lower performing students, but creates spaces for high achieving students to rethink certain assumptions they may have and engage others in problem solving, allowing them to learn from other students in the group.

Identification of these high achieving students will be the first step in addressing their specific needs as learners. This identification will take place through previous GATE program placement/identification, previous CST scores, marks in previous courses, and teacher/counselor recommendations. We will also identify students who need extra challenges through beginning of the year assessments. Once identified, students will use their Individualized Learning Plans to work with their advisor and parent/guardian to set appropriate goals for the school year. These goals may include, though not limited to, taking AP online courses, leadership roles at school and in the community, and/or taking community college courses or certifications.

Other specific classroom strategies that **CHAS** will employ are: an emphasis on teacher understanding and application of differentiated instructional techniques and providing depth and complexity within the core curriculum. Gifted students often need different instructional approaches that allow them to have choice within the curriculum while simultaneously encouraging them to explore subject matter at a level of depth and complexity suited for their cognitive abilities. Simply giving gifted students more work will not address their need for quality and engaging activities that are at a higher level. Thus, strategies to address the needs of gifted students will also be part of the **CHAS** professional development.

English Language Learners (EL) & Standard English Learners (SEL)

EL students are one of our largest and fastest growing populations who remain underserved. Although there are many types of language learners who need differentiated support, some of the greatest numbers of EL students are “Long-Term English learners.” These students are defined by the remaining non-proficiency in English, “despite many years in our schools and despite being close to the age at which they should be able to graduate” (Olsen, 2010). Along with students who have recently immigrated to the U.S., our total population of EL students of varying levels will range somewhere in the number of 200 students, or close to half of our school population.

Understanding that language is primarily a social tool used to accomplish tasks in the world, as well as learning is fundamentally a social process, our teachers will draw from socio-linguist and socio-cultural theory to promote learner agency for our EL and SEL students. We will develop multiple opportunities for students to interact and learn from each other. Mixed ability grouping will allow students to learn from experts (native speakers), as well as students of equal or less understanding. **CHAS** will work hard to support EL students in a way that reverse trends of social segregation and linguistic isolation. Classrooms will be interactive sites that produce the multiple dialogues we know help students decode, comprehend, and practice second languages (Walqui & Van Lier, 2010).

In addition to a focus on opportunities for highly participatory learning, we will provide a rigorous curriculum that both challenges and supports language acquisition and content understanding. Lessons will be specifically designed to incorporate high challenge with high support. In time, the support will be lessened but never the academic rigor. Instruction for EL & SEL will always be amplified, not simplified. This approach to *scaffolding* recognizes that the ultimate goal in teaching students to become proficient in a language happens when the students’ autonomy is achieved through the gradual removal of support structures. In this sense, EL & SEL learners will be encouraged to find their own voice and take initiative in proposing, planning, constructing, and reflecting on subject area tasks. This autonomy signifies an emergence, a hand over of control of their own learning. Through continual challenge and appropriate support, our students will achieve regardless of incoming language proficiency (Walqui & Van Lier, 2010).

Respecting the cultural diversity our students come to us with, as well as its impact on learning, **CHAS** will build upon the prior knowledge of our students. This includes the knowledge and skills they have developed in their native language. Although development of academic English will be the primary goal of all classes, students will not be discouraged from using their native language to assist them in their development of academic English as there is no empirical research showing that banning students’ native language from the learning context is beneficial. Contrarily the evidence suggests that prohibiting it can be detrimental to students (Walqui & Van Lier, 2010). Furthermore, **CHAS** believes that bilingualism is an asset, especially in the South Central community.

Our teachers will utilize this current educational, learning, and language theory to inform practices that allow EL & SEL participate to the highest extent in a core academic program that will ensure access and eventual mastery in the content curriculum. Through the use of research based, common instructional strategies in all core classes, teachers will allow for:

- Specifically Designed Academic Instruction in English (SDAIE) strategies
- Scaffolding
- Project and task based instruction
- Interactive Notebooks
- Thinking Maps
- Building on Prior Knowledge
- Multisensory Instruction and the use of Realia

Beyond their general education classroom experience, English Language Learners will receive the following supports:

- Early and accurate identification and placement (CELDT Initial Assessment)
- Individualized Learning Plan will include redesignation goals (CELDT annual testing) set with the student, his/her advisor and the student's parent/guardian.
- English Learner (EL) Teacher position – will work similar to a special education resource specialist position for the 20-30 students who require English language development instruction. This teacher will work within the core content classrooms and support English Learners during Morning Lab. In addition, this teacher will facilitate CELDT testing, and monitor the progress of non-redesignated students identified for the *Response to Intervention* process.
- Regular collaboration between the EL teacher and general education teachers.

Research on English Language Learners, students with special needs, and at-risk students confirms that authentic, relevant, project-based instruction is vital to engaging these marginalized populations (Olsen, 2010). This approach is essential to ensuring equity and access to a rigorous, A-G curriculum for all of our students. We anticipate that our design will be demanding for teachers, but the ultimate benefit is the students. **CHAS** will also plan professional development on the implementation of the Sheltered Instruction Observation Protocol (SIOP) model (Echevarria, Vogt and Short, 2008) to support ELL students.

e. Vertical Articulation

Through the interlinked collaboration within the Augustus Hawkins Schools for Community Action campus, we will be able to orchestrate an integrated vertical articulation plan that maximizes student choice and paves the otherwise rocky transition from middle school to high school. Other campuses that do not share coordinated initiatives for vertical articulation and family awareness have led to parent and student confusion and inequity. We recognize that adaptation to a new environment is important in developing a sense of security that fosters learning. We will build on a common language and foundation, host and plan community events, conduct student/parent community forums, and develop a summer bridge program.

Our start time will take into consideration the start time of the middle school and elementary schools in our neighborhood. (See Section B-9.a. Sharing a Campus)

Building on a Common Education Language and Foundation

Our teachers are able to scaffold on students' prior knowledge by using learning tools that are familiar to the students. For example, we know that a great number of teachers from our feeder school, John Muir, utilize thinking maps to help students access content and organize ideas; therefore, our teachers will continue using thinking maps to explore new and more complex content since our students will already be familiar with them (See Section B-1.a. Instructional Program). Our incoming students will come with a foundation from their prior education experience in elementary followed by middle school that cannot be ignored. We will establish relationships with other educators from the feeder schools to fully understand what our new students have experienced and how we can build on to that foundation. The SCA educators have had the experience of outreaching to the community and truly believe that the same outreach and relationship building needs to happen with other key players in our student's educational experience, such as their teachers from earlier years. This helps ensure vertical articulation and multi-campus relationship building and collaboration.

Hosting and Planning Community Events

SCA #2 Community Health Advocates School (CHAS)

Enacting our core value of Community Collaboration is essential to helping facilitate a smooth transition to our campus for both incoming students and their families. Our teachers and students will interact with our community partners to either host, plan, and/or develop community forums that bring knowledge and awareness to the wider community. As our students become peer educators for their peers and adults in the community, they will plan and host community events that will engage and invite future students and their parents to campus. Our academic programs will engage all students in Project-Based Learning and Student Inquiry Research. Student projects will focus on relevant community issues. Knowledge and data collected through such projects will be shared with the community at large through presentations and service learning collaboration. Extra coordination will take place with neighboring middle and elementary schools in the area to ensure that younger students within the enrollment zone of the *Schools for Community Action* campus will know of the work their older peers are engaged in. These events will help shape a safe and accessible campus that incoming students and the wider community have already experienced multiple times. Our students will not only reinforce and provide new knowledge, but also practice packaging information in multiple ways as they reach out to younger members of our community, thus exposing them to our campus before their high school years.

Student/Parent Community Forums

In-depth interactive workshops will be hosted on the SCA campus by all four community schools, co-led and co-organized by both educators and students. Both adults and youth will interact within single and mixed workshops facilitated by SCA students and educators. Peer education and youth leadership will be developed as students apply their knowledge, planning, and facilitation skills. One such forum will be held to provide incoming students and their parents/caregivers with an opportunity to explore the distinct visions of each of the four SCA schools so that they clearly understand the vast choices and can make an informed decision of which school best meets the interests and needs of the student. Another forum will focus on the web-based student information system that we will use to help support student achievement and ensure that students and their families are comfortable utilizing this important tool.

Summer Bridge Program

SCA will develop a summer bridge program in collaboration with our feeder school. Students will explore content that prepares them to be ready for their high school level courses and at the same time gives an opportunity to understand each of the distinct visions for the four SCA community schools. The summer bridge program will also provide an opportunity for students to begin establishing relationships with potential future teachers and administrators because it is necessary for them to know their adult support network. Students who participate in the summer bridge program will also begin building their student support network by meeting and interacting with new peers. Our students will gain a physical awareness of their campus as they explore through scavenger hunts.

Student Placement

To ensure equity and choice when placing students at the Augustus Hawkins Schools for Community Action campus, the following criteria will be used to offer the community educational opportunity, diversity, and choice:

Student Placement for Augustus Hawkins Schools for Community Action Campus		
Timeline	Activity	Persons Responsible
May 2012	Create informational packet for the <i>Schools for Community Action</i> , along with SCA School Choice form	Design team members
May 2012	Educate the community/students about each of the schools, stressing that the schools will all offer the same quality of education, but will offer a different theme.	Design team members

SCA #2 Community Health Advocates School (CHAS)

	<ul style="list-style-type: none"> • Presentations will take place at Muir Middle School (feeder school), Manual Arts High School (relieving school) and at <i>Schools for Community Action</i> sponsored community meeting at Southern California Library. • At presentations, students and families will prioritize which schools they would like to attend by filling out the SCA School Choice form. <p>In addition, academic counselors at feeder and relief schools will receive information to ensure parents/caregivers and families have access to information.</p>	
May 2012	Create school website with relevant information using LAUSD's School Loop Web Service	Design team; Learning, Communications & Web Services Branch
May 2012	Outreach to those who cannot attend community meetings through community walks and mailings.	Design team members
June 2012	Collect all SCA School Choice forms	Design team members
July 2012	Design Student Placement Rubric to determine SCA school placement.	Design team members
July 2012	Using ID20s (to ensure distribution of high, medium, and low achievers), SCA School Choice form, gender distribution, and other needs, students for all small schools students will be assigned to one of the four schools.	Design team members, lead teachers and counselors
August 2012	Pre-opening orientation for students and families which will offer another opportunity to make sure students who are coming are properly placed and to outline expectations for the first day of school.	Design team members, lead teachers and counselors
September and throughout the school year	Continued use of the SCA Student Placement Rubric when new students are assigned to the <i>Schools for Community Action</i> campus	Design team members, lead teachers and counselors

f. Early Care and Education

Understanding that many of our students are affected by the realities of being teen parents and the challenges they present for academic success, the SCA schools will explore and develop partnerships with key community organizations like St. John's. Although it will be unrealistic to provide comprehensive services for our teen parents in year one, SCA will develop a plan to bring such resources to the Augustus Hawkins campus throughout year one and more strategically in year two. These services will focus on providing comprehensive academic supports for teen parents, access to health screenings, family planning supports, and health education.

g. Service Plan for Special Education

CHAS should expect to serve approximately 40-60 students who require special education services (either RSP and SDP), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, along with focused pullout sessions, direct support from specialists, and training for all teachers in how students learn and how to differentiate instruction (Causton-Theoharis and Theoharis, 2008). We want to avoid the marginalization of students with special needs and give them equal educational opportunities. Based on this research, our students with special learning needs will spend the majority of their day in the least restrictive environment/general education classrooms, with the following supports in place:

- Bridge coordinator will be shared by all four Augustus Hawkins Schools for Community Action pilot schools (See Section B-7.b. Leadership Team).
- Special education clerk shared among the Schools for Community Action pilot schools (serving no more than 150 students).
- Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI) and student assessment process.
- All teachers will receive a copy of their students' IEPs.
- Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with his/her own learning process.
- Partnerships with organizations that provide additional supports for students with special needs such as additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.
- For our RSP students, our resource/inclusion specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 28-32 students.
- For our SDP students, our special education teacher/inclusion specialist(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students.
- We also recognize that as determined by the district's special education division, we may be receiving students with orthopedic impairments, mental retardation, autism, emotional/behavioral challenges and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at **CHAS** in *at least* our Advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment.
- Staffing – as with the hiring of the general education staff, it is crucial that **CHAS** have complete autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary (Causton-Theoharis and Malmgren, 2005). To address this, our hiring and evaluation processes will

include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).

- Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities

B-2. Professional Development

a. Professional Culture

At the center of the professional culture at **CHAS** will be the core values of SCA, which are: *Student Centered, Collaboration with the Community, Innovation & Excellence, Social Justice, and Sustainability*. These core values will drive everything on campus. They will be embedded in our professional development and woven throughout our professional culture. Staff recruitment will begin with a commitment to these core values. A rigorous staff screening and selection process will look to place only the most committed educators in front of our students. All decisions and policies will be informed and guided by these core principles, as well as form the expectations for every member of our campus learning community.

CHAS staff and partners will embody the school's mission to nurture, empower and inspire the future social workers and community health advocates of South Central. It is our belief that mutual trust, respect and support among all staff members are necessary for establishing a truly powerful and effective professional culture. In other words including "...the community extending beyond teachers and school leaders to support staff, and it being a school-wide community rather than consisting of smaller groups of staff..." (Bolam et al., 2005; Stoll et al., 2006) will allow for our mission and vision to be realized. All staff members and partners will be incorporated in the professional culture of the school and be active participants in our collective commitment to learning.

Through curriculum, personalization and the commitment to learn, **CHAS** staff will specifically help to prepare students for a career pathway in contextually competent social work, behavioral health, and/or other community health professions by equipping them with the additional tools they will need to excel through higher education and become the transformative leaders of our local and global communities. The development and structural support of Professional Learning Communities, will allow for teachers and staff to implement and continuously build a strong instructional program by: 1) developing the curriculum through design, reviews, field testing, and troubleshooting, 2) analyzing results through assessments which anchor the curriculum, and 3) continuously learning through action research, reviewing the latest research on learning and teaching, and enhancing professional skills. Furthermore, our community and university partners will participate in the collaborative process, specifically in regards to embedding the tenets of social work and community health in our curriculum and school culture.

Our principal, as an academic leader, will keep the school focused on our mission and vision, support curriculum reviews and troubleshooting, and lead the response to close the gap between results and our goals. The principal will ensure that all professional learning communities are given the necessary support to be truly effective, such as space and time to meet. As leader of any learning organization, it is imperative that the principal participate as a learner and constantly reflect on ways to better support all staff and students.

In order to implement the long-term initiatives necessary for true reform, the school will be a learning community with a culture of trust and mutual dependency in which everyone at every level of the school is working toward continuous improvement. Professional development will be embedded in practice and intertwined with the attainment of our goals (Fink & Resnick, 2001; Glickman, Gordon, & Ross-Gordon, 2007). Through continuous reflection and evaluation of data, our daily afterschool professional development meetings and common conference periods will provide numerous opportunities for collaboration.

To develop internal accountability, we all need to agree on communal and individual responsibilities, along with well-defined measures of success (Elmore, 2005). At our summer orientation, all stakeholders will come together to democratically decide upon one-year initiatives that tie into the long-term goals of our mission and vision. Together, we will also decide on measures to assess our progress toward achieving these initiatives. Then, these initiatives and measures of success, along with needed resources and structures, will be written into our mission-focused SPSA that is mutually agreed upon by all stakeholders. After coming together in a laboratory of democracy to collectively decide on initiatives that lead to explicit measures of success, everyone involved will be invested in collaboratively achieving our shared goals.

Although there is individual accountability for people in different roles, the accountability is also interlinked. We hold each other responsible for what we collaboratively agreed upon, and we are more motivated because our input gives us a sense of ownership. With this heightened accountability, we need to foster a culture of trust and support so that everyone will feel comfortable discussing their challenges without fear of blame (Fink & Resnick, 2001). Blaming others does not help our cause when something goes wrong. Instead, when one link falters, the others take responsibility to assist and strengthen. With a common mission of educating every child, we fail or succeed together. In the highly effective schools that Scheurich (1998) studied, even the students were taught to be responsible for the success of each other.

As everyone's leadership capacity grows, structures and processes will be put in place to also grow their capabilities (Kouzes & Posner, 2007). Students and teachers will be grouped into Small Learning Communities (SLCs), and these teachers with shared students will have a common planning period to create cross-curricular units, lessons, and project-based assessments, as well as, discuss and reflect upon instructional strategies. Teachers will be empowered to direct their growth, so if there is a shared area of concern, they can embark on an action research project to explore and assess the effects of a possible solution (Glickman, Gordon, & Ross-Gordon, 2007). We need to look at the gap between what we want to achieve and what we are achieving, the difference between our values and our actions (Reitzug, West, & Angel, 2008).

Peer observations are a powerful tool of support that will allow teachers to engage each other in reflective dialogues about their teaching so that together we can better understand each teacher's strengths and needs (Terehoff, 2002; Zepeda, 2005). We will work together to foster a supportive and trusting environment in which everyone is comfortable sharing problems, assured that doing so will not reflect poorly on their performance, but rather will lead to collaboration on overcoming challenges. The principal will model this behavior by not only allowing everyone avenues of input on school problems, but also by working collaboratively with the other three SCA principals to solve challenges they are all facing (Fink & Resnick, 2001).

Together, we can all continually improve on our abilities to adapt and change effectively to roadblocks that come up in the implementation of our plans. For example, the current economic crisis has exacerbated the marginalization of our students by causing more stress, a lack of resources, and greater accountability, leading to increased violence, larger class sizes, and a need to prioritize spending. By bringing the

community together through our laboratory of democracy, we can share the funds of knowledge that exist within our families to better meet our communal needs.

Every Monday, the **CHAS** faculty and staff will meet after school for a focused 30-minute forum open to students, parents/caregivers, and community members. This helps make the work of running a school more transparent, de-privatizing one another's practice and allowing colleagues to support each other in their work. The "30-minute meeting," developed by Los Angeles Education Partnership, is an agenda and protocol to keep meetings brief and to-the-point, capturing concerns, administrative needs, and questions from the group without lengthy discussion (see Table 3a.1). This weekly meeting serves as a valuable opportunity to showcase our successes and challenges, and bring in parents/caregivers, students, and community members to share in the work. A volunteer could easily sit in on a Monday meeting, and then spend the rest of the week collaborating with teachers and staff on working through the challenges and programs necessary to fulfill our school's mission and vision.

Table 3a.1: 30-minute Meeting Agenda

Segment	Purpose	Time
Updates	> Check in; find out what's going on	5 min
Questions & Needs	> Share challenges, needs, & questions that require collaboration > Chart Q's & N's	10 min
Assign Tasks	> Attach names to tasks based on needs	10 min
Reflection	> Share final thoughts before beginning the week	5 min

This weekly meeting serves as a reflection point: When we step outside of our own immediate needs for a few minutes, listen and understand our colleagues' challenges, and offer assistance when possible, we begin to see how daily activities contribute to developing our school community's beliefs, norms, and practices. The chart with tasks and persons responsible remains in a prominent location throughout the week as staff members cross off completed tasks, helping make school operations transparent and shared. Students will experience a similar process in their Advisory on Mondays, which will also allow them to reflect on their progress and needs. What we expect of our students is what we expect of ourselves. If we expect genuine collaboration amongst students, we must genuinely collaborate as faculty, staff, parents/caregivers, and community partners.

b. Professional Development

The professional development plan described herein goes beyond the scope of legal/compliance mandates. **CHAS** will use the professional development autonomy granted by LIS Waiver #7 to provide supplemental support to teachers as they engage in the interdisciplinary curricular development and refinement processes described in the instructional plan and core academic curriculum.

Additionally, **CHAS** will use professional development autonomy to provide targeted professional developments in response to locally-determined needs. For example, design team members requested targeted professional development concerning the new trends in teen drug use for the Freshman Preparatory Academy, during the 2010-11 school year, when a significant increase in drug and alcohol use by ninth graders was observed. Unable to receive such professional development in a timely manner, design team members invited individuals with specific expertise to lunch and after school meetings, which benefitted those in attendance but were not mandatory to all faculty and staff.

Effective PD at our school will be embedded in teachers' daily work – continuous, collaborative, and focused on student learning (Elmore, 2004; Sagor, 2000). Our school, as a learning system, will reinforce group inquiry and self-assessment. We will nurture new and expansive thinking so that collective aspirations can take flight. Together, we will continually learn how the myriad parts interrelate to create the whole, how individual and collaborative initiatives and interactions lead toward the realization of our shared vision, so that everyone's capacity expands to create the results we truly desire (Wiggins & McTighe, 2007).

Standards for Professional Learning

Learning Forward, an international membership association of learning educators focused on increasing student achievement through more effective professional learning, has developed the Standards for Professional Learning (2011) with the contribution of 40 professional associations and education organizations. Professional learning that increases educator effectiveness and results for all students:

- occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment
- requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- requires prioritizing, monitoring, and coordinating resources for educator learning
- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- integrates theories, research, and models of human learning to achieve its intended outcomes
- applies research on change and sustains support for implementation of professional learning for long term change
- aligns its outcomes with educator performance and student curriculum standards

Partnership with WestEd

The Schools for Community Action campuses will collaborate with West Ed to develop processes to quickly recognize our specific needs and develop timely PDs in response. West Ed will work with SCA to:

- Create a professional development model that provides access to research driven best instructional practices across all four campuses. WestEd's *Authentic Task Approach* incorporates all the principles found in effective Professional Development initiatives: (Sparks and Loucks-Horsley, 1994). This PD model will center both staff and students in a participatory action research role, where the knowledge and expertise of both teachers and students also help drive professional development on transformative and powerful pedagogies. Instructional strategies and pedagogies including school-wide literacy strategies to help our students improve their skills in reading fiction and non-fiction across disciplines, writing essays and responses to open writing prompts, and speaking during oral presentation.

- Build an authentic teacher and student assessment system that is driven by the needs of the students and teachers. Using innovative and effective assessments of student teacher practices will help support a PD model that is student focused and transformative of a school culture that is academic, professional, and communal.
- Develop a school calendar and bell schedule that reflects the needs of the students and their families as well as the most current research supporting the use of non-traditional calendars and schedules.
- Construct an accountability and measurement system for our school plan that allows for constant reflection and analysis of benchmarks, employs the continual development of S.M.A.R.T. goals aimed at effective implementation of our proposal upon approval and opening of the school. This accountability system will be transparent and all stakeholders will be encouraged and trained to participate in implementation evaluation.

Embedding PD in Daily Practice

As a small school, **CHAS** will utilize professional development to create a personalized and differentiated PD plan that aligns with the school's mission and vision as well as the needs of the staff. We will collaborate with partners to develop this plan, create an implementation strategy, continually monitor the plan, and make adjustments accordingly.

In 2005, Valerie Chrisman investigated why only 83 of 430 identified low-performing schools in California (under No Child Left Behind) managed to sustain growth in test scores over two years. She discovered that one consistent factor contributing to success in those schools was the regular use of collaboration time that administrators gave to teachers (Chrisman, 2005).

In our daily schedule, classes are paired to facilitate cross-curricular units and co-teaching (see Sections B-1.b. Core Academic Curriculum and B-4.e. School Calendar/Schedule). The two partner teachers teaching a set of paired classes will share common conference periods so that time is built into the school day for daily collaboration. In addition to creating cross-curricular units, lessons, and project-based assessments, partner teachers discuss and reflect upon instructional strategies. So, based on a shared area of concern, they will embark on an action research project to explore and assess the effects of a possible solution.

Partner teachers will also be grouped with other partner teachers who share the same cohort of students. Teachers will be trained and supported to conduct peer-observations of the other teachers sharing their cohort of students.

The autonomy granted by LIS Waiver #7 will provide **CHAS** with the flexibility needed to engage all teachers in after-school professional development/collaborative planning meetings, as well as professional development retreats during the semester break and end of the year, and a summer-time pre-opening Teacher Orientation.

The after-school professional development/collaborative planning meetings will allow for more flexible groupings to include participation across the entire school, or even entire SCA campus, or to facilitate collaboration amongst teachers in a particular cohort, department, or planning group.

University Partners

Our university partners will also provide professional development trainings in the summer of 2012 prior to the opening of the campus. These trainings will focus on curricular development for the upcoming year, logistical planning of collaborative projects, and alignment to key academic and industry standards of social work. Other professional development opportunities will be scheduled throughout the year based on assessment of needs of our faculty. Our partners will also help identify relevant training opportunities and

conferences, as well as possible supplemental funding, which will aid in developing a social work curriculum that is culturally relevant to the students and community of South Central Los Angeles.

Linked Learning Development

Additionally, **CHAS** will work with Erica Hamilton, an expert on leadership in Linked Learning schools. Her research and theoretical foundation, as well as her background as an English/filmmaking teacher and CTE Coordinator at Fremont High School, gives her a unique perspective on Linked Learning that is based in practice and rooted in theory. Currently, Erica is working as a Linked Learning coach at Santee Education Complex, helping teachers to develop and implement cross-curricular, thematic project-based learning units. Erica has committed to provide mentorship and curriculum support at **CHAS** for Linked Learning.

Professional Development to Support Students with Disabilities

As part of professional development all teachers will:

- Be trained in the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual (pg. 14).
- Be trained in the Response to Intervention Process
- Be introduced to the special education programs offered at our school
- Review student IEPs
- Discuss and be trained in strategies for integrating students with special needs into the classroom
- Be trained in differentiation, and classroom modifications
- Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications

Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office as well as on the **CHAS** website.

It is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development on UDL that all teachers will receive, we will address strategies for co-teaching, in classroom support and teacher collaboration for supporting students with special learning needs.

Continued Collaboration with UCLA's Teacher Education Program (TEP)

To support professional development and mentorship, **CHAS** teachers will be encouraged to continue existing relationship with UCLA's Teacher Education Program. Members of our design team are graduates of the TEP program and/or have served as Mentor Teachers. By working closely with the Student Teachers and the university, Cooperating Teachers revisit pedagogy, teaching strategies, and instruction. By engaging in this professional development with colleagues outside of the school community, it provides the opportunity to continue learning and/or apply a new lens to teaching. Mentor Teachers and teaching teams are also able to learn strategies which can often be immediately incorporated into the classroom. By providing mentorship, the Mentor Teacher also grows as a leader by sharing best practices and providing guidance and support for teachers interested in working with students in the inner city.

c. Teacher Orientation

The planning for a successful school year begins well before the students arrive. A cohesive and well-informed staff needs to be in place prior to the first day of school. Once staff is selected to work at **CHAS**, information regarding summer PD opportunities will immediately be shared. In addition to these summer professional developments, **CHAS** will host a 2 week staff orientation. During this orientation, staff will

have the opportunity to more thoroughly understand our mission, vision, and this plan for our school, especially the theory underlying our **CHAS** instructional framework and Universal Design for Learning. This orientation will give the **CHAS** staff an opportunity to meet and put into practice the essential collaboration which will be needed throughout the school year.

In addition to thoroughly covering the foundational philosophies of **CHAS**, the orientation will address topics such as addressing the needs of all learners, appropriate instructional strategies for our different student subgroups, and models for effective collaboration. A myriad of strategies will be implored that help build staff unity, communication, as well as identify and build leadership capacity.

As a new school, during the weeks of orientation, teachers and staff will assess possible clubs and activities to sponsor, with an emphasis on the inclusion of all students. This will lead into Opening Week Activities, including recruitment for clubs and sports. Also, school clubs and sports will have an opportunity to showcase work through ongoing lunch and small-scale Advisory assemblies.

Understanding that we will have teachers who are not familiar with all of the instructional strategies introduced at this retreat, and that a two week PD session is not sufficient for all teachers to become comfortable using these strategies in the classroom, these preliminary assessments of our staff will help drive the remainder of the year's PD calendar. They will also serve to inform each staff member's individual professional growth plan.

d. PD Program Evaluation

There are multiple factors that determine the effectiveness of PD for staff. As such, it is important to illicit feedback from every professional development that is given throughout the year and analyze the feedback as another data stream to help evaluate progress towards achieving the goals of our school. Staff generated feedback forms will be created during the first PDs of the school year. These will continue to be used throughout the year to collect qualitative data around staff perceptions of professional development.

In conjunction with staff feedback, we will utilize peer observation protocols, cognitive coaching models, and examination of student data (including work, formative and summative assessments, and student feedback tools) to assess the impact of teacher professional development on the learning outcomes for students as well as the facilitation of the school mission and vision. The peer observation and cognitive coaching will help us assess the commitment of our peers to continually question their practice and their openness to incorporate new strategies from the PDs to close the gap between student results and goals.

B-3. Assessments and School-wide Data

a. Student Assessment Plan

Interim benchmark assessments are a critical part of the feedback loop that will enable teachers and students to track individual student learning. Teachers who use district-provided interim benchmark assessments face numerous logistical obstacles including timely access to data, receiving incomplete materials, and planning around testing windows that tend to change. Teachers are not able to modify Interim Benchmark Assessments to improve the accuracy and utility of data. For example, ELA teachers have observed for years that students, who demonstrate knowledge of denotation and connotation

through a variety of in-class assessments, often fail to demonstrate this knowledge on the district provided interim benchmark assessment. Analysis of the assessment has revealed that students must understand a high level vocabulary word in order to demonstrate their knowledge of denotation and connotation this particular assessment. The simple addition of a question that tests for knowledge of denotation and connotation using low level vocabulary to the assessment, could enable teachers to differentiate between which students need to revisit denotation and connotation and which understand the concept but are failing to demonstrate understanding because they are struggling with reading comprehension and vocabulary. Without this level of accuracy, a teacher may erroneously conclude that otherwise successful lessons on denotation and connotation are failing to teach the concept, when the students actually need support in another area.

Many of our students, both struggling and successful, display negative attitudes towards standardized tests, especially tests that are visibly purchased from an outside vendor. Teacher developed interim benchmark assessments will bear the authenticity and immediacy of the locally-developed curriculum.

CHAS will utilize the autonomy to develop and administer local interim benchmark assessments, granted by LIS waiver #4, to create assessments that are aligned with and equivalent to District requirements and comply with State and Federal requirements, but bear the authenticity and immediacy of locally-developed curriculum. Teachers will continually modify these assessments to increase the accuracy of the data collected, taking the tests themselves and analyzing student feedback in professional developments. **CHAS'** locally-developed instructional plan and core academic curriculum will define the development of pacing plans anchored with interim benchmark assessments.

It is crucial for student advancement and success that we are constantly monitoring our students' progress and providing a quick concrete response to meet their immediate needs. As such, we will continually assess our students' oral presentation skills, written skills, habits of mind, and ability to transfer their knowledge and skills to a myriad of contexts and mediums, including standardized tests. We will then provide instant support through activities in class, during advisory, in the morning lab before school, during our after-school programs, and link them to extended school support.

The CST, CELDT, and Periodic Assessment data reviewed when placing students in one of our 4 Schools for Community Action schools will also be used to program students and evaluate areas of strength and need for all students for the school year.

Community Health Advocates School will administer formative and summative assessments to measure students' mastery of the state standards. These assessments will also be used to intervene and support students using our RTI process (See Attachment: RTI Process).

The table lists the national, state, district, and classroom assessments to be scheduled each year. The exact dates and testing windows will be determined by the guidelines of the national, state, and district testing program in June.

Assessments for <i>Community Health Advocates School</i>		
Examination	Timeline	Rationale
Diagnostic Tests for English and Math	August	Used to identify strengths and needs in English and Math in

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		order to schedule students effectively and provide adequate support.
California High School Exit Exam Diagnostic	October	Used to identify student strengths and areas of improvement to generate data that informs teachers and further prepares students to pass CAHSEE
PSAT	October 12 & 15th	Ensure that all eligible students register for this exam
California English Language Development Test (CELDT)	September to October	Required state test that identifies achievement level for English Learners
CA Physical Fitness Test	February to April	Required state test for the 9th grade students to measure health and fitness
California High School Exit Exam (CAHSEE)	March	Required for all 10 th graders and 11 th & 12 th graders who have yet to pass
SATs	March to June	Ensure that all eligible students register to take these exams
California Standards Testing (CST)	March to May	Required for all students
Advanced Placement (AP) Exams		Ensure that all students enrolled in AP courses register to take these exams
California Modified Assessment (CMA)	March to May	Required for specific students based on IEP recommendation by the team
Formative and Summative Assessments	Throughout the school year	Regular, subject area exams (quizzes, essays, tests, presentations, debates, labs simulations, etc.) that are created and used by teachers to support students in all content areas. These assessments provide ongoing

SCA #2 Community Health Advocates School (CHAS)

		feedback on student's preparations end-of- unit and standardized assessments.
Exhibitions/Presentations	Throughout the school year	Authentic, student-centered assessments and celebrations used to synthesize, publically display and highlight learning and multiple abilities.
Summative Interdisciplinary Projects	End-of-units throughout the school year.	Students synthesize their learning from multiple subjects in order to answer a societal question or provide a novel solution to a problem in their community.
Rite of Passage Ceremonies	June	The Rites of Passage are annual rituals that mark each student's progress yearlong journey from one grade level to another. Ceremonies are student designed and performed, highlighting the values and beliefs important to school culture while reflecting upon important accomplishments and milestones from the year.

Assessment Development:

Once the school is approved, the design team will continue to meet weekly to develop assessments, curriculum, and partnerships. We will work to develop our thematic, interdisciplinary units. We will utilize the backwards design process: first identify the objectives for students to reach – based on our mission and vision, habits of mind, transfer skills, and state standards – and then create assessments to demonstrate those objectives. We will also work closely with community partners to incorporate their expertise and resources.

b. Graduation Requirements

CHAS Graduation Requirements

Community Health Advocates School graduation requirements meet the California high school graduation and the requirements necessary for public university acceptance in California (the A-Gs). The minimum credit requirements are the same as LAUSD graduation requirements (230). Because we will be part of

LAUSD and we recognize that students will be transferring in and out of our school, we did not want to limit students' opportunities to graduate on time. However, in addition to our credit-based graduation requirements, **CHAS** will offer courses specific to college/career pathway in the field of Social Work. In line with California's Career Technical Education requirements, **CHAS** will also offer a sequence of three courses (Introductory, Concentration, and Capstone) that train students in practical skills suitable to Social Work. The sequence is likely to be Introduction to Social Work, Human Behavior and the Social Environment and Internships in Social Work.

Also, because of our project-based curriculum along with the continual data-collection of individual student achievements in their Individualized Learning Plans (ILPs), our students will graduate with resumes of accomplishments in addition to their transcripts.

During our first academic year, **CHAS** staff will develop curriculum and test it with current students and make changes based on student achievement and feedback. Then, we will apply to the UCOP for course approval and to the College Board for a College Board number. As we continue to modify and enhance curriculum in subsequent years, courses will be updated and submitted for UC approval.

c. Data Collection and Monitoring

Three Systems for Data Collection and Monitoring

We will use four main systems for data collection and monitoring to ensure that the performances of all students and educators at **CHAS** are "consistently measured and reflected back to them." These four systems are: WestEd's Planning and Monitoring Tracker (PMT), PowerSchool, and Digital Student Portfolios.

WestEd's Planning and Monitoring Tracker is an online support system that offers educational entities a streamlined process to track the implementation and progress of district and school improvement efforts. The system's web-based delivery supports the content by making it accessible to users at all levels of technical expertise.

PowerSchool is a web-based grading system and collaborative tool that allows data to be collected and analyzed from multiple access points, meaning that students, parents, teachers, counselors, and administrators can continually monitor the progress of learning. We will use a web-based student information system, such as PowerSchool, to have the most up to date information on attendance, assessments (school and state), grades, and other student performance indicators. By using this tool, all stakeholders can access and support student academic achievement. Teachers will also use this tool to assess non-academic issues and make referrals to community organizations to support students' emotional and social needs. This tool will be useful for Advisors to have meaningful conversations with students about progress and support needed.

Digital Student Portfolios contain digital projects from each grade level with the dual purpose of embedding reflection and pride in work. Working with our sister school C:\DAGS, CHAS students will learn and practice 21st century skills while developing the personalized digital portfolio. John Dewey explains that students and teachers are active beings in the classrooms and therefore classroom experiences are not "objective and impersonal." Dewey writes, "for an active being, a being who partakes of the consequences instead of standing aloof from them, there is at the same time a personal response" (Dewey, 1916/2009).

Before school begins, all stakeholders will come together to democratically decide upon one-year initiatives that tie into the long-term goals of our mission and vision. Together, we will also decide on measures to

assess our progress toward achieving these initiatives. Then, these initiatives and measures of success, along with needed resources and structures, will be written into our mission-focused SPSA that is mutually agreed upon by all stakeholders.

There are several ways in which we can collect information that will help us assess our progress. Johnson (2002) suggests looking at school documents, such as the master schedule, professional development, budgets, and agendas of meetings to gauge how well they are linked to our goals and needs. Traditional data such as grades, CST scores, attendance rates, and dean referrals can be accessed on the district's MyData system and add to the picture of our overall progress. Reitzug, West, and Angel (2008) mention peer walk-throughs, team-based issue study, action research, grade-level curriculum discussions, team lesson planning, and posing questions. Noguera (2007) and Weinstein (2002) recommend surveying and interviewing students. We could solicit input from every student school-wide by administering surveys or interviewing small groups at a time during advisory, encourage input in the classroom to inform instruction, and continue to empower students who actively participate in our laboratory of democracy with decision-making capacity. In similar fashion, it is essential to continually gather information from parents.

Collecting first baseline data and then formative data throughout will be an effective way to measure our progress and inform our response for what to do next. As an example, if baseline data from surveys and walk-throughs show that not many teachers are using culturally-responsive pedagogy, a response might be to provide professional development. Then data would need to continue to be collected to determine if the number of teachers using culturally-responsive pedagogy has increased, and again an appropriate response would need to be decided.

Student achievement must be frequently assessed throughout the year, so that adjustments can be made to better support students' needs. Our assessments should be evaluated to determine if they contribute to the fulfillment of the mission or simply mimic the state tests. Wiggins and McTighe (2007) mention developing Habits of Mind as a way to link the mission to curriculum and instruction. Assessments should then require students to use their developing Habits of Mind, rather than simply test recall skills. Cornerstone assessment could then be created based on transfer goals to promote a performance-based, mission-focused curriculum. The Thought Rubric developed by Strong, Silver, and Perini (2001) could be used to assess our students' development as critical thinkers. We must also remember to avoid "stereotype threat" by informing students that we are using high standards and then assuring them that we believe they can achieve those standards (Steele, 1999).

At the end of the school year, we need to assess our success in implementing the SPSA and retake our self-assessment survey. We can then revisit our mission and develop our SPSA for the following year. Our success is ultimately based on our progress towards reducing the marginalization at our school. If students are still marginalized, then we have not yet fixed the systemic problems. However, if their plight has improved, then we have done something right and perhaps enhanced the learning experiences for all our students.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture

Typical Day at Community Health Advocates School (CHAS)

A typical day at **Community Health Advocates School**, from the moment a staff member, parent, student and community partner steps on campus focuses on: inclusion, recognition and exhibition. Because parents/caregivers are integral to student achievement, pictures of parents/caregivers and families are seen upon entering the school site. Greetings, such as “Good morning” and “Como esta?” are prevalent, among and between staff, parents/caregivers and students. Awareness of an array of community health needs are visible through informative displays focusing on a different community need every month, such as “Aging” or “Domestic Violence.”

When you walk down any hallway, visible student work, such as PowerPoint loops on computers or video/photo montages of classroom activities are exhibited. A college-going culture is also visible through teacher, administrators, and staff featured next to their favorite book and alma mater. Local elementary school students can be seen on campus for student-led presentations on a wide variety of topics, and they are frequent invited guests to cultural and musical performances. College students also have a presence on campus through mentoring/tutoring, leading workshops and other volunteer opportunities. In particular, the college/career center works closely with Upward Bound (USC), EAOP, and other academic support services. Community organizations such as Brotherhood Crusade working on gang intervention, St. John’s Clinic working on healthy living, and other organizations will have a strong presence on campus.

In classrooms, colorful and informative bulletin boards display learning strategies, formulas, rubrics, student work, campus-wide events, and school activities. Teachers and students are actively engaged in standards-based curriculum by using Project-Based Learning and collaboration, and by incorporating technology for presentations and exhibitions. In some classes, two teachers are teaching in one class, as they co-teach a class to support an inclusive environment for students with learning disabilities and/or language learners.

Along with the support systems throughout the school, each student has an Advisory class and an Advisor, who is also his/her teacher for a class. The advisory class focuses on personal, academic, school and community support. The Advisor is the primary liaison between the student and his/her community both within the campus walls and beyond, as well as his/her primary advocate.

During conference periods, teachers, counselors and other student advocates meet daily to plan curriculum, to discuss and support individual student needs, to create and review assessments, and to reach out to guardians and community members.

Before school, after school and on Saturdays, students participate in tutoring, sports and other extra-curricular activities, which allow the campus to thrive and become a safe and inclusive space for all students.

Developing the Community Health Advocates of South Central

The mission of **Community Health Advocates School** is to nurture, empower and inspire the future social workers and community health advocates of South Central. The **CHAS** school culture will be inextricably connected to our mission as we seek to focus on inclusion, recognition and exhibition. As a community, we are uniting to build the public service, advocates, providers and professionals for South Central Los Angeles. We will:

- Refine *skills* students have acquired and teach new skills
- Enrich the *knowledge* they have amassed
- Further develop *Habits of Mind*
- Foster a strong moral *character* to be better citizens

Community Health Advocates School Habits of Mind

CHAS will use the following Costa and Kallick (2000) *Habits of Mind* to guide the way students, and entire school staff, approach thinking and learning.

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humor
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

The use of the *Habits of Mind* across the content areas these will demonstrate our commitment to fulfilling our school's mission. Through the use of *Habits of Mind* across the content areas, essential academic skills will be reinforced, including reading, writing, questioning, analysis, and presentation/exhibition. A key role of the Advisory class in 9th grade will be to help students take ownership of and understand the *Habits of*

Mind, while Advisories in the upper grades will be dedicated to using the *Habits of Mind* as a natural lens for study and life.

Student-Led Conferences

Student led conferences beginning in the 9th grade and continuing through 12th grade will serve several purposes.

Students will:

- Become aware of A-G requirements
- Become aware of credits necessary for moving from one grade level to the next with an outlook on credits necessary for graduation
- Become familiar with calculating GPA
- Become familiar with courses taken and grades received
- Reflect on their strengths, needs, and resources
- Create SMART goals
- Practice presentation and communication skills
- Share information and progress with adult support provider (parent, caregiver, and/or advocate)

Parents (caregiver or adult support) will:

- Receive presentation from student about his/her own progress, grades and requirements
- Have an opportunity to discuss progress with student and teachers
- Receive information about how to support the student

Advisors and counselors will:

- Support students in preparing and leading the student-led conferences
- Facilitate discussion and answer questions during conferences

Using the resources created in the Freshman Prep Academy at Manual Arts High School, **CHAS** will revise and tailor resources and tools, such as PowerPoint templates, “Grade by Grade A-G Requirements” handouts, “A-G summary” handouts, credit checklists, graduation checklists, “Making SMART Goals” handouts, and corresponding data accessible through SIS or MyData.

b. Student Support and Success:
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Successful CHAS Student

The **CHAS** graduate will also have a sense of personal responsibility, a connection to the community, and play an active role in their school, work, community and family lives. In order to achieve all of this by graduation, students must be engaged in his or her learning experience at **CHAS**. We have created an educational program that will readily encourage student involvement in every aspect of his instructional program at **CHAS**.

Upon graduating from **CHAS**, students will:

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

3. Be analytically skilled to identify and comprehend the destructive patterns of institutionalized poverty, discrimination and oppression using scientifically valid research methodologies and critical analyses to investigate, assess and change aspects of competing economic, political and social systems, as well as harmful interactions among and between them.
4. Engage in community-based research on social issues, focusing on those variables affecting individuals, families, groups, organizations and communities in South Central Los Angeles and beyond.
5. Establish and maintain professional relationships that enable cooperation and collaboration with members of the social service community that mitigate/ameliorate complex social challenges through shared leadership and partnerships.

Research demonstrates that relevant and real-world curricula, personalization and feeling connected to school increases student engagement in school (Darling-Hammond, 2008). In the previous section, we discussed the various ways in which students will be connected to their educational experience at the **CHAS**. Through Advisory, in particular through the Individualized Learning Plan, each student will work with his/her teachers and his/her parent/guardian to set individualized and meaningful academic goals and receive the support he/she needs to achieve those goals.

Access and Accountability

Community Health Advocates School strongly believes that we must provide a high level of support to match our high standards. We will use a web-based student information system, such as PowerSchool, to have the most up to date information on attendance, assessments (school and state), grades, and other student performance indicators. By using this tool, all stakeholders can access and support student academic achievement. Teachers will also use this tool to assess non-academic issues and make referrals to community organizations to support students' emotional and social needs. This tool will be useful for Advisors to have meaningful conversations with students about progress and support needed.

C. Social and Emotional Needs

Community Health Advocates School will provide social and emotional support at different levels, giving students multiple ways to receive support, including: an Advisor, a counselor, PSW (shared by 4 schools), and referrals for continuing services and programs to outside agencies. Additionally, the cohort teams will collaborate to brainstorm and discuss strategies to support all students. To be truly reflective, they will also conduct a semester review and annual review of the social and emotional supports in place for students, and make their own adjustments within the cohort teams, as well as make recommendations to the School Leadership Council regarding the need for additional and/or different support personnel for students.

Advisory

In Advisory, students will have an adult advocate who will support their emotional and social needs through personalization. The research of Linda Darling-Hammond affirms that deep, meaningful relationships between students, teachers, and parents/caregivers have a positive impact on all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006/2007). Each student will be assigned an advisor and will meet with that advisor for 35 minutes at the beginning of each day. Advisory has been purposely set at the beginning of the day to provide Advisors an opportunity to check-in with their Advisees, first thing in the morning. If students are late or absent, the Advisor can make immediate phone calls to parents/caregivers. If the attendance is a recurring problem, the Advisor will take the appropriate action to ensure the counselor follows-up. Advisory will also be a place for peers to hold each other accountable and support each other towards graduation and through higher education. Advisory will also serve as the place

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for students to have breakfast and start the day ready to learn. Advisors will use the **CHAS** Habits of Mind (HOM) as a framework for teaching students about how to approach learning and life. Each academic year, Advisory will focus on the essential question to further reinforce the mental health and social work curriculum in the academic classes (See Section B-1.a. Instructional Program). Additionally, as each Advisory community is developed, the Advisor will facilitate discussions and activities specific to community issues, **CHAS** activities, and individual goal-setting. Through this process, the inherent personalization in Advisory will be the centerpiece of our support for students.

At cohort meetings, the Advisor will be the liaison between student, teachers, parents/caregivers, and other advocates. The Advisor will follow the RTI Process to schedule parent conferences and/or make necessary referrals.

Counselor

In addition to our Advisory class, **CHAS** will have a dedicated counselor who will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. This counselor will also provide the role often assigned to a Pupil Services and Attendance (PSA) counselor to support attendance (See B-7.b. School Leadership).

Programs, Services, and Resources

SCA will work with existing programs in LAUSD, as well as new programs to support the social and emotional needs of students. While we will have referrals to outside agencies and onsite services through Psychiatric Social Workers (PSWs), it will be critical for us to begin screening as soon as the school year begins, in order to provide the support throughout the school year and during the summer break. One way we will do so is by working with our Local District 7 Mental Health Services office to use Cognitive Behavior Intervention and Treatment in Schools (CBITS) to screen students for exposure to trauma. Developed by UCLA and LAUSD, CBITS is a skills-based, group intervention that is aimed at relieving symptoms of Post Traumatic Stress Disorder (PTSD), depression, and general anxiety among children exposed to trauma. Children learn skills in relaxation, challenging upsetting thoughts, and social problem solving, and children work on processing traumatic memories and grief.³ As part of the registration packet when enrolling at our campus, all 9th grade students and parents/caregivers will be given the CBITS consent form. This will allow our PSW along with the social workers provided by Mental Health Services to use CBITS at the beginning of the year in order to prioritize the need for groups, as well as individual services needed by students. The CBITS program requires parents/caregivers and children to complete a Life Events Scale, a Child PTSD Symptom Scale and the Children's Depression Inventory, and a Pediatric Symptom Checklist completed by parents/caregivers. These measures are completed prior to beginning the program, at program completion, and three months after program completion, so **CHAS** will be able to monitor success of the program. Through our web-based student information system, we will also monitor services provided for students to support their needs throughout their high school career (See Section B-3. c. Data Collection and Monitoring).

SCA will also work closely with Manual Arts High School (relieving school) and John Muir Middle School (feeder school) to identify students already receiving services. As designated by their IEP, students will also receive services through Designated Instructional Services (DIS), which includes counseling by a School Psychologist.

In addition to initial screening and continuing services, specific programs and groups will be established depending on student need. We will continue to work with organizations that have existing programs and

³ http://www.nctsnet.org/nctsn_assets/pdfs/CBITSfactsheet.pdf

groups for students to feel empowered and take the initiative to change their lives and the lives of those around them. These can include, but are not limited to, mentorship programs, violence prevention, tutoring, character building, and leadership development. For example, a group which was already established at Manual Arts and which we would like to continue is Female Voices. It is a student-led organization where young women can express themselves, socialize, learn, teach, and make change. This group was formed because, when surveyed in 2008, the majority of young high school female students felt they did not have a deep connection with their community and more importantly members of their own gender. They did not feel empowered by being female, nor did they have knowledge of women's history through the decades, worldwide or locally. At the forefront, several young women noted that they had never felt like they belonged to an organization that specifically focused on matters that concerned them. The young leaders in the organization learn about the issues that are most important to them and impact their lives and the lives of those in their community. They then develop events and workshops to engage and educate their community on these issues. They also participate in already established community events as a way of educating themselves and being an active member in their community.

By collaborating with agencies, such as 97th Street Clinic, Hyde Park Clinic, St. John's Clinic and Los Angeles Child Guidance Clinic, we will ensure that students are given more opportunities to receive services beyond the school day, including evenings, weekends, and summer.

To coordinate the onsite and offsite services, our PSW will play a major role in navigating the different services provided for students on campus and by outside providers. This will ensure services are not duplicated, to match students with support needed, and to monitor progress. The PSW will also work with the Organization Facilitator for LD7 to write Memorandums of Understanding (MOUs) or make addendums to existing district MOUs. SCA's established partnership with USC Masters in Social Work program will also allow for interns, under the supervision of the PSW to support in this work. The support of an intern will greatly assist by providing more students with necessary support.

Because we anticipate a high number of students in foster care attending our campus, we will advocate for DCFS to provide an onsite social worker to work with students, including working with students who will need a transition plan once they are 18 years old and are no longer part of the foster care system.

d. College and Career Readiness

College Going Culture

All university partners have committed to sponsoring the work at **CHAS** through university mentors; campus field-trips and tours focused on community health programs, though not limited to those programs; and college application support. A college-going culture is also visible through teacher, administrators, and staff featured next to their favorite book and alma mater in our school hallways.

Additionally, our university partners will support our *Schools for Community Action* campus-wide support for 11th graders researching colleges, meeting application deadlines, identifying financial aid sources and completing applications. An annual *Schools for Community Action* College Workshop, offered in English and Spanish, will support students and their parents/caregivers with the range of university and college systems and with financial aid resources. **CHAS** will specifically invite colleges and universities with existing social work and community health majors.

Through our course offerings and our opportunities for internships, professional mentoring and job shadowing, students will receive exposure to rigorous curriculum to ensure they are best prepared for whatever post-secondary pathway they choose.

College Portfolio

Starting in the 9th grade, in the Advisory class, students develop a *college portfolio* consisting of an A-G checklist, current transcripts, personal statement drafts, recommendation letters, awards, community service records, scholarships applications, and information for colleges of interest. Through the work of the Advisors, counselors and staff, students will be exposed to universities through annual college trips, which consist of college tours and panel discussions with students at each university. At **CHAS**, we view college and career-readiness as more than a period of transition for 12th grade students. Rather, we will begin in 9th grade and start preparing students for graduation at the beginning of their high school career. Through their advisories, students will begin researching college and career options early, allowing several years and multiple perspectives to make their decisions and prepare. The college portfolio will be aligned with the each student's ILP and will be the rite of passage during senior graduation.

Once students choose from community college to 4 year universities, cohorts are created to continue to support students beyond the high school experience. Within these cohorts, students can support each other with study groups, carpooling, course selection, and academic and social support resources.

e. School Calendar/Schedule:

Bell Schedule

With an understanding that master schedules drive the instructional opportunities available to students, the **CHAS** will utilize the autonomy to propose local schedules, granted under LIS Waiver #5, to purposefully enact a master schedule that will meet the curricular and personal needs of students, the professional needs of staff, and the overall sustainability and flexibility for the four schools on the campus. By expanding, rather than limiting, opportunities for students to be successful, the school schedule allows for a variety of classes, as well as internships for 11th and 12th grade students.

The **CHAS** schedule was created based on five major priorities:

- 1) Longer class periods (85 minutes) to allow for more concentrated time to master subject material and allow for deeper exploration of class topics and project work;
- 2) Cohort teacher grouping that allows the four core teachers (English, math, science and social studies) to share the same students – this facilitates personalization, cross-curricular instructional strategies, and cross-curricular projects;
- 3) Advisory time every day – since Advisory plays such a major role in our school, it is key to have this class every day, for 30 minutes;
- 4) Common planning time for cohort core-subject partnerships; and
- 5) Daily professional development time to give teachers an opportunity to check-in regarding student needs, participate in professional learning, and collaboratively plan.

An abundance of research has shown that teenage sleep cycles naturally shift later during adolescence. This change has “biologically programmed reasons, and sleep plays a crucial role in a teen's ability to learn”, according to Children's Hospital Boston neuroscientist Frances Jensen, MD, and neurologist David Union, MD. They went on to explain that, “differences in sleep cycles may have big implications for the timing of optimal learning periods, as researchers have discovered that the ideal time for learning starts two hours after a person's biologically set wake-up time” (Graham, 2008)

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Over ten years ago, a congressional resolution to encouraged schools to reconsider early morning start times to be more in sync with teens' biological makeup. The "ZZZ's to A's" Act was intent on moving school start times to no earlier than 8:30 a.m. (National Sleep Foundation, 2011).

With this research in mind, each school of the Augustus Hawkins Schools for Community Action campus will operate on a campus-wide school start time at 8:05 AM every day. Extracurricular activities such as sport teams limit delaying school start times much further; however, **CHAS** and every school at SCA will begin each school day with Advisory. This measure delays the start of content courses until 8:40 every morning while offering a small and consistent classroom community wherein each student will find familiarity, accountability, and support at the start of the day.

The later start times and consistent opening period scheduling will yield an improvement in attendance from the feeder schools and increased student alertness to optimize learning. Such results were documented by Dr. Kyla Wahlstrom at the University of Minnesota who investigated the impact of later start times on student performance the Minneapolis Public School District changed the starting times of seven high schools from 7:15 a.m. to 8:40 a.m. (National Sleep Foundation, 2011).

In order to effectively implement our curriculum, **CHAS** will incorporate a calendar and bell schedule that maximizes student instructional time, as well provide faculty ample opportunity for curricular development and cross-curricular collaboration.

The schedule that best fits these requirements is an 8 period A/B schedule in which students attend eight classes in an A/B structure every two weeks. It is important to note that all four schools at the Augustus Hawkins Schools for Community Action campus will be using this schedule. The common scheduling allows us to use the shared bell system to share electives and other passport classes (on a case by case or pre-determined basis), and to reduce confusion for shared personnel, parents/caregivers, and visitors on campus. This supports our core value of *Sustainability*.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:35	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>
8:40-10:05	Period 1	Period 2	Period 1	Period 2	Period 1
10:10-11:35	Period 3	Period 4	Period 3	Period 4	Period 3
11:40-12:15	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:20-1:45	Period 5	Period 6	Period 5	Period 6	Period 5
1:50-3:15	Period 7	Period 8	Period 7	Period 8	Period 7

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:35	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>
8:40-10:05	Period 2	Period 1	Period 2	Period 1	Period 2

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10:10-11:35	Period 4	Period 3	Period 4	Period 3	Period 4
11:40-12:15	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:20-1:45	Period 6	Period 5	Period 6	Period 5	Period 6
1:50-3:15	Period 8	Period 7	Period 8	Period 7	Period 8

Classes are paired for cross-curricular units / co-teaching. The purposeful pairing of courses will facilitate teachers working together toward a shared project involving both content areas. (See Section B-1. b. Core Academic Curriculum)

Morning Lab (before school programs, M-F, 7-8am): The **Community Health Advocates School** will offer open doors to students willing to begin their day's academic journey before the first bell rings. The Morning Lab programs are designed to entice students to attend and engage them in small groups with multiple opportunities for one-on-one instruction and direction, be it with teachers, community volunteers, partnerships, or peers. The Morning Lab programs offer students the opportunity to receive direct tutoring, including activities and instruction designed specifically for ELL support and special education support. Students will also be able to complete coursework as part of a credit recovery plan using programs such as APEX or E2020.

Exploration Lab (after school programs, M-F, 3:15-5:30): In order to service the students and community of the Community Health Advocates School, Exploration Lab programs will be offered after school. These programs will include traditional after school programs including sport teams and clubs, marching band, drama, and other student designed clubs. The Exploration Lab programs will also include the same opportunities for specified academic intervention and advancement as offered in the Morning Lab programs.

Teacher collaboration (M-F, 3:25-4pm): After the final period of each school day, teachers and administrators will participate in structured collaborative meetings. These regular meetings offer consistent times for structured lesson design, action research implementation and evaluation, data analysis, and meetings for Governing Council and subcommittees. The regularity of these meetings are essential in order to sufficiently implement the school plan in congruence with the students' academic and social needs.

f. Policies

CHAS will employ the following policies to ensure to continually improve retention, graduation, and student behavior. Our work in developing a positive plan for student behavior that folds into retention and graduation rates is informed by "Redefining Dignity in Our Schools: A Shadow Report on School-Wide Positive Behavior Support (SWPBS) Implementation in South Los Angeles, 2007 – 2010" a report published by CADRE in June 2010.

Retention

Data collected from our sending school (Manual Arts) indicates that (not including drop-outs), the transient rate is approximately 49.4%, meaning that 49.4% of the students checked-out of Manual Arts to attend schools elsewhere. **CHAS** will document the departure of students. We will also use exit surveys to identify why students are leaving the school and determine what our sphere of influence is regarding student retention.

By utilizing Linked Learning (as described in section B-1), we will eliminate tracking to create equitable learning environments. Using curricular strategies such as Universal Design for Learning, Collaborative Learning, and Project-Based Learning, in-class work will allow for inclusion and collaboration. Further focus on retention will be addressed through our student behavior strategies described at length below and the continual focus on personalized learning experiences for students at **CHAS**. This work is informed by our inclusion of Individualized Learning Plans (as noted previously in section B-1).

Graduation

In order to increase the percentage of students graduating and moving on to college and career paths while simultaneously addressing the needs of students transferring from other high schools, **CHAS** will adhere to the LAUSD graduation requirements (LAUSD Policy Bulletin 5186.0). This will help to ensure that any student who enters **CHAS** will receive credit for previous academic work at other school sites.

Student Behavior

CHAS will expect excellence from our students and give them all the necessary supports to achieve this. We know that school discipline is best accomplished by preventing misbehavior before it occurs. School safety and academic success is strengthened when school staff and personnel build positive relationships with students and are actively engaged in their lives and learning (Advancement Project, *Key Components of a Model Discipline Policy* 2009).

Through our small size, our interdependence and our school-wide Advisory program, we will build a positive school culture that focuses more on behaviors to be encouraged than on behaviors to be avoided. We will systematically acknowledge positive student behavior as a school-wide community. The School Leadership Council will develop positive behavior rewards for individuals and classes who meet and exceed behavior expectations. For example, **CHAS** will celebrate positive behavior both individually through calling home for students who have done something well, through student awards ceremony at the end of the semester and year, as well as through healthy competition between Advisory classes based on the fewest tardies and highest attendance.

All too often our schools' responses to negative behavior have been rooted in stereotypical notions about the criminality of young people of color. Our schools have relied on suspension, expulsion, and zero tolerance and other punitive policies that lead to racially disproportionate outcomes and student "push-out" of schools. These policies have also created a direct track to the juvenile and criminal justice system—"the school to prison pipeline" (Russell Skiba, et al, *Are Zero Tolerance Policies Effective in Schools? A Report by the American Psychological Association Task Force*, 2006). This is unacceptable and we can do better.

When students' behavior falls short of school-wide expectations, **CHAS** will seek to understand the *root cause* of this negative behavior in order to provide an effective remedy. We will clearly articulate, teach, and reinforce our behavioral expectations. We will offer intensive interventions to students who exhibit chronic or severe misbehavior—understanding that this is often a symptom of a much larger problem. We will focus on inclusion and seek to avoid consequences that remove students from the classroom. Finally,

we will actively involve parents/caregivers in all of these processes and have a school team dedicated to monitoring our compliance through the use of hard data and student focus groups.

School-Wide Positive Behavior Support (SWPBS)

CHAS will provide in-depth training for all stakeholders on LAUSD's School-Wide Positive Behavior Support (Policy Bulletin 3638.0). Born out of Local District 7, SWPBS offers tremendous possibility but has often been hampered by a lack of implementation at the school site. Ensuring that all stakeholders understand this policy will empower the school community to hold ourselves accountable to all student needs.

Our commitment to the School-Wide Positive Behavior Support policy will be augmented by our use of "Restorative Circles." A Restorative Circle is a community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals. The dialogue process used is shared openly with all participants, and guided by a community member. The process ends when actions have been found that bring mutual benefit. Although the process may include restitution, it is primarily designed to heal relationships among people and within the community rather than to impose punishment. With the use of the **CHAS** peer mediation/conflict resolution class, students will be able to support their peers to find non-violent solution to difficult problems, often resulting from lack of communication or miscommunication.

Students who have participated in restorative justice circles — where schools work to solve disputes as opposed to removing children from their schools — are able to best address student needs. This also includes research-based discipline practices and positive behavior interventions and supports. School-Wide Positive Behavior Support and Restorative Circles work in tandem, the former as a way to support students as a need arises and being proactive, while the latter as a way to support student by addressing the root problem when an incident has taken place.

The key features of a successful SWPBS system include:

- Team-based implementation and administrative support
- Parent and community collaboration and involvement
- Clear behavioral expectations that are taught and reinforced
- Use of alternatives to suspension or class removal
- A consistent discipline policy & intensive interventions for high-risk students
- Data-based decision-making

Positive Behavior Support requires a clear discipline policy so that misbehavior is dealt with in a predictable, consistent and non-exclusionary manner. For students exhibiting chronic or severe misbehavior, **CHAS** will put in place a system of intensive and non-exclusionary interventions, which can include intensive academic support, intensive social skills training, parent-teacher collaboration, mentoring programs, meetings with disciplinary review teams, mental health counseling, individualized behavioral plans, and referrals to outside agencies.

SWPBS in School Culture

Through a standardized curriculum and continuous training, **CHAS** will repeatedly educate and engage parents/caregivers, teachers, support staff, and administrators about the three-tiered approach and data-based decision-making in SWPBS and its proven benefits, including better academic performance, decreased classroom disruptions, and a healthier and safer school environment. **CHAS** will develop a set of teaching plans or curriculum that makes it easier for teachers to incorporate SWPBS and behavioral expectations into classroom instruction.

By making expectations of data collection clear to all stakeholders, we will collect, analyze, and publicly report on a monthly basis including:

- Number of office referrals, in-school suspensions, out-of-school suspensions, opportunity transfers, and expulsions
- Disaggregated by students' demographic information, including age, grade, gender, race/ethnicity, eligibility for reduced meals, disability status, and English language learners; and
- Including the reasons for each disciplinary measure, length of each measure, previous steps taken before resorting to exclusionary punishment, type, if any, of alternative instruction received by students while out of school, and due process protections given to students and parents/caregivers

CHAS will partner with Youth Justice Coalition to provide training and tools to faculty and staff on how to recognize potential conflict and better diffuse it within the classroom setting. We will also partner with the Asian Pacific American Dispute Resolution Center and the Western Justice Center to train a cadre of Peer Mediators and faculty sponsors to empower youth with the knowledge and skills to manage conflicts in a restorative and cooperative manner. Studies have shown that restorative justice policies and peer mediation decrease disciplinary cases, and suspensions/expulsions leading to higher attendance rates. They alleviate the workload of school administrators by offering alternative processes to handle student issues and they decrease youth violence through implementation of a system that encourages positive problem solving rather than exclusion (APADRC/ Varnham, J. *Seeing Things Differently: Restorative Justice and School Discipline*, 2005).

B-5. Parent and Community Engagement

a. Background

The Augustus Hawkins Schools for Community Action campus is located near West Slauson Avenue and South Hoover Street in the area of Los Angeles currently referred to as South Los Angeles, though it is more commonly referred to as South Central Los Angeles. An area of Los Angeles that can boast of its rich cultural diversity from Mexican Americans, African Americans, Belizean American, Salvadorian Americans, Guatemalan Americans, and other Central American cultures.

The demographics of the area in the past 30 years have markedly changed. According to the 1980 census much of the South Central area was over 50% African-American, with most neighborhoods anywhere from less than 10% Latino to between 10% and 25% Latino. By the 2000 census, this same area's demographics had changed to a majority Latino population of over 50%, while the African American population had declined to 10% - 25%. According to a Los Angeles Times mapping of the Vermont/ Slauson area, the community is comprised of 60% Latinos and nearly 37% African Americans. There are 18,577 people per square mile, among the highest densities for the city of Los Angeles and among the highest densities for the county.⁴ Forty-five percent of households in the area earn \$20,000 or less, compared to West Los Angeles, for example, of which 15% of households earn \$20,000 or less. Single parents head almost 25% of the households in the area. As for education, only 3.7% of residents 25 and older have a four-year degree,

⁴ <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/vermont-slauson/>

whereas 60% have less than a high school degree. One interesting piece coming from the statistics is the fact that almost 25% of residents are middle and high school age (11-18 years old).

Statistics alone, fortunately, do not convey the entire picture of the community. The area is rich with multi-generational households. And partially this means that many of our students are models for younger family members, which underscores the important work of providing a quality education that prepares these students to excel in higher education. This is also a community that wants to be directly involved in their children's education, but often feels disempowered to get involved based on previous experiences in schools in the area. For instance, several of the churches we outreached to, expressed hope for the new school and a desire to be involved in the school's mission in ways they have not been able to before. Such dialogues have begun to set the groundwork towards meaningful relationships that, given the adage that it takes a village to raise a child, will prepare our students for success.

b. Strategies

Team's History and Experience

The **CHAS** design team members are educators who have collectively taught, lived, and grown up in South Central Los Angeles. Design team members are driven by a core value that authentic community collaboration leads to transformative school design. We take seriously our accountability to the public and the public's accountability to the school. This core value comes from each team member's history and experience serving and growing in the community.

The collective experiences of the design team members include designing and implementing engaging and socially relevant curriculum in the classrooms, while creating authentic relationships with students and families. The team members are passionate about creating and implementing engaging and challenging curriculum for students. This passion drives our commitment to enable all students to achieve academic and social success. This commitment demands efforts to effectively and regularly communicate academic goals, expectations, and progress with students and their families. Each team member has consistently worked with other teachers, administrators, and counselors to create alternative academic intervention plans based on formative assessments for students struggling to understand essential concepts.

Furthermore, we understand that the success of any school is integrally linked to the success of the community around the school. In February of 2011, the SCA design team began to plan strategies for engaging community members in this process of designing the best public school options for parents and guardians and their children. These strategies included sponsoring monthly community meetings held at the Southern California Library over the summer, coordinating community walks to inform community members about the public school choice process and to invite them to the community meetings, attending community events planned by other community organizations, and sharing our progress and planning through online networking like Twitter and our webpage. These efforts and subsequent interactions with our community validated a belief put forth by bell hooks that "we also choose to live in community, and that means that we do not have to change by ourselves" (1994).

During the summer of 2011, the Schools for Community Action design team held a series of monthly community meetings between June and August. In order to inform and invite community members to these meetings, design team members participated in community walks a week before each meeting was to be held. On these community walks, design team members went door to door in the neighborhoods that surrounding the Augustus Hawkins Schools for Community Action campus. These home visits not only informed community members about the PSC process and the community meetings we were holding, but

they were also sincere moments where we were able to listen to the many perspectives and experiences that community members have in regards to public education. The community walks initiated dialogues that would continue during the community meetings. Because **CHAS** design team members are also teachers and residents of this community, it was also an opportunity for us to interact with students, parents and community members in a variety of neighborhood settings.

The SCA Community Meetings were initiated to provide a space to have genuine dialogue with members of the community. The meetings were designed to model the classroom practices utilized by design team members. At these meetings, design team members worked with community members in small groups analyzing recent qualitative and quantitative data gathered from Manual Arts High School. Each small group would culminate their discussion with a presentation, in English and Spanish, in front of the large group. The small group discussions allowed all members to directly participate and have a voice in what they need from schools in their community. Design team members took notes and collected the group posters that were created from these meetings and analyzed the data to directly inform our writing process.

During the June community meetings, participants examined the questions “What are our schools like now?” and “What do we want schools to be?” For the July community meeting participants examined the question, “What will an ideal day look like at our school?” As we gathered and analyzed the data from these two meetings there were a number of key things we learned. For instance, there is a great disparity between parents’ objective experiences vs. teachers’ impression of parents’ experiences. This was highlighted in small group discussions analyzing data collected by a science teacher at Markham Middle School. This teacher spent two years investigating parent engagement at her school. Interviews were conducted with teachers and parents in order to document how teachers viewed parent involvement in the school community and to gain insight and information on parent perspectives of school policies, communication, and involvement. The data was recorded into two graphs, one showing parents’ perception of parent involvement and the other reflecting teachers’ perceptions of parent involvement. The parents, students, and community members at our SCA Community Meeting felt confident stating the following:

- Parents feel unwelcome at schools, whether it is due to language barriers, unfriendly staff, or not knowing how to navigate their way around campus
- Parents want help in supporting their kids through high school in the form of parent support groups, consistent and open meetings, and continual communication regarding the progress of their children

In order to continue the critical dialogue from the community meetings, design team members used the contact information offered by meeting participants in order to share monthly newsletters and Twitter feeds. The design team members also used the data to inform the continuing writing process.

This most recent history of working as a design team within the community was also evident through further community outreach efforts. These efforts were focused in July and August at Summer Night Lights. Summer Night Lights is an anti-gang initiative that keeps parks open after dark—during the peak hours for gang activity—with free food and expanded programming. Over the summer, **CHAS** team members, as a part of the *Schools for Community Action* team, visited local parks like Harvard Park and Mt. Carmel Park to invite the community to our events while engaging community members in conversations about their neighborhoods and their hopes for the new school. Most importantly, design team members were tremendously inspired by the positive and creative space reclaimed by the community. This inspiration was embodied in the park directors who are truly committed to creating a park filled with activities and events for all ages. The youth leading the activities are also from the community; it was a pleasure to see many

former students giving back their time and leadership efforts to help make Summer Night Lights a safe and enjoyable space. The parents and family members were always very candid about the need for these activities to extend beyond the summer and beyond the parks.

Continuing Community Engagement

As reflected in our core values and evidenced in our history, community collaboration is at the heart of our vision for **CHAS**. We understand that, in order for our children to be as successful as possible, it is necessary for us to recognize and then meet the needs and expectations that community members have for their schools. The design team recognizes that all people learn from the covert and overt things we see. As educators this includes familiarity with not only the academic data of our community but also the qualitative data of the community's experience. These experiences of the community, shared in detail through our community outreach programs, reflect the belief that "the various knowledges, discourses, and literacies that youth bring and experience in school" (Moje et al., 2004) can combine with a critical pedagogy of space and place to acknowledge that "experience has a geographical context" and "the way to admitting critical social and ecological concerns into one's understanding of place, and the role of places in education" (Gruenewald, 2003,) is to include the assets our students' and our community bring to the design and implementation of a new school.

Design team members believe that social justice is not solely lesson planning and it is not only a collection of teaching strategies, just as life is not simply breathing and moving. Social justice education is committed to naming spaces of inequality with clarity. Social justice educators and their students use analyses and personalized production, just as praxis combines action and reflection, in order to transform spaces into humanizing and democratic places. For this reason, design team members consider not only what teachers and schools plan to do but, more importantly, how we educators interact with our community. For students to gain academic and social empowerment and success, classroom spaces need to be tools used by students and educators for humanizing interactions. These tools need to be modeled by every educator on campus committed to understanding, celebrating, and joining the local community. It is essential for any transformational education to occur.

CHAS is also mindful of the collaboration that needs to take place beyond the "nuclear family," as many of our students live with grandparents, older sisters, or are part of the foster care system. In the zip codes closest to the school, 90037 and 90044, the statistics show the need to engage more than just the traditional "parents" because many of the students living in these communities have experienced living in, or are currently living in, foster homes or group homes. For example, in the 2010-2011 calendar year, the number of children with entries to foster care system from the 90037 and 90044 zip codes comprised 5.6 per 1,000 youth and 8.3 per 1,000 youth, respectively.⁵

Thus, our outreach will include collaboration with Department of Children and Family Services (DCFS), SPA 6 Collaborative Advisory Council, on site Psychiatric Social Workers, and individual student social workers.

Strategies to Engage Parents/Caregivers

A large portion of our identities is constructed through our interpretations of the spaces we inhabit. Some spaces are welcoming while other spaces are confrontational; however, all "places are social constructions filled with ideologies, and the experience of places shapes cultural identities" (Gruenewald, 2003).

⁵ Center for Social Services Research University of California at Berkeley at http://cssr.berkeley.edu/ucb_childwelfare/GeoDataResult.aspx?report=ent10azip&county=19

SCA #2 Community Health Advocates School (CHAS)

Therefore, a truly welcoming environment is essential at **CHAS**. Too often, “parental involvement” simply means keeping the school open for a few extra hours a handful of times each year.

At **CHAS**, we have some opportunities, based on dialogue with community members over the summer, to engage parents/caregivers more meaningfully in their children’s education.

Parent Tours: The Welcome Center (see below) for the school grounds will be located in the centralized administration area. This center also serves as the headquarters for parents, family, and community members to actively participate in our collective efforts to integrate our schools within the community. Parents/caregivers will be able to take guided tours of the school while classes are in session. Community volunteers that include other parents/caregivers, students, administrators, and volunteers will lead these tours from our network of partners. Parents/caregivers are encouraged and expected to visit campus to tour their child’s classes. The visits can be scheduled for any time of the day.

Volunteering: Our Monday afternoon 30-minute meetings are an ideal place for parent, community, and college student volunteers to get involved. At the 30-minute meeting, collaborations and projects are planned for the week, allowing volunteers access to the school’s inner workings and opportunities to work side-by-side with teachers and staff in school operations.

Student-led Conferences: Every grading period, parents/caregivers will be invited to an evening for parent conferences. We will continue to develop our previously used student-led conferencing model, and advisors will work with students to prepare for their conferences each semester. Culminating projects make ideal content for exhibitions with parents, displaying the range and depth of students’ work.

Rites of Passage Ceremonies and Celebrations: To mark each student's progress and yearlong journey from one grade level to another, parents/caregivers will be invited to celebrate. Ceremonies will be student designed and performed, highlighting CHAS’s mission and vision, while reflecting upon important accomplishments and milestones from the year.

Parents as Experts: We often neglect parents’ expertise—and we hope to reverse this by finding parent volunteers to help with language translation, leading workshops and various other operations of the school. As we get to know our students’ parents and their various skills, we will find ways to meaningfully engage them in the collaborative work of running the school.

Programs and Resources for Parents/Caregivers

Furthermore, if we are to have an effective school that augments the assets our students’ possess so they will excel through higher education in order to become our community, city and national leaders, we need to tap into and connect with the various community organizations in the area. Thus, the community partners we choose to work with are committed to our larger mission and vision for the success of every child.

College Workshops: Our university partners will support our *Schools for Community Action* campus-wide support for 11th graders researching colleges, meeting application deadlines, identifying financial aid sources and completing applications. An annual *Schools for Community Action* College Workshop, offered in English and Spanish, will support students and their parents/caregivers with the range of university and college systems and with financial aid resources. **CHAS** will specifically invite colleges and universities with existing social work and community health majors.

SCA #2 Community Health Advocates School (CHAS)

Welcome Center: Our four schools will share a Welcome Center in the centralized administration area that will also serve as the headquarters for parents/caregivers, family, and community members to actively participate in our collective efforts to integrate our schools within the community in order to provide the most effective educational experiences for our students. All four SCA schools will collectively fund and share a Parent Liaison (see Section B-7.b. Leadership Team).

Resources to Health Services: With the help of our Psychiatric Social Worker (PSW), we will also make referrals for continuing services and programs to outside agencies. SCA will work with community based health organizations, such as Los Angeles Child Guidance Clinic, to provide family services such as family counseling and access to other health services.

Adult Education: Through our summer SCA Community Workshops and community walks, a prevalent request was for adult education classes, such as parenting classes. Thus, we will work with LAUSD's Division of Adult and Career Education to connect parents with the following existing courses:

- Citizenship Preparation
- English as a Second Language
- Family Literacy
- Parenting and Family Education

CHAS Website: To facilitate access to calendars, school news, and other school and district resources, **CHAS** will work with the Learning, Communications & Web Services Branch of LAUSD to use the free School Loop to create our school website. This will allow us to be “googled” and provide students, families, and our community with the most up to date information starting in the spring of 2012, months before the school opens.

c. Key Community Partnerships:

At **CHAS**, there will be various partners that will provide multiple levels of support. The Augustus Hawkins Schools for Community Action campus will foster and implement cross-campus partnerships and **CHAS** has specific partnerships aligned with our mission and vision.

Key curriculum partners will support on an ongoing basis for the first five years as we develop, adapt, and transform curriculum to best support **CHAS** students. In addition, our university partners will provide mentorship support and supplement our curriculum and add rigor to our courses. Other community partners will serve as possible sites for internships, professional mentoring and job shadowing.

In our first year, a **CHAS** design team member will be the Community Partnership Lead, responsible for being the liaison between our community partners and our staff. After the first year, a new (or the same) Community Partnership Lead, will be democratically elected by the **CHAS** staff. In addition, teachers along with administrative team will maintain healthy relationships, evaluate yearly, and identify new potential partners that can augment the **CHAS** student experience. In order to track and evaluate partnerships, **CHAS** will utilize the SCA Partnership Evaluation Tool (see Appendix: SCA Partnership Evaluation Tool) that delineates type of partnership and how it furthers the SCA values in which all SCA sister schools were founded.

Partnership Organizations

WestEd

SCA #2 Community Health Advocates School (CHAS)

CHAS, along with the other Augustus Hawkins Schools for Community Action schools, will partner with West Ed to facilitate school specific Professional Development, develop systems of data collection and analysis, and build staff capacity to implement the mission and vision of the school plan (See above section B-2 and B-3).

Mental Health America-Los Angeles (MHA-LA)

Mental Health America-Los Angeles has committed to host an initial training in the summer of 2012 for the **CHAS** teachers and staff. This training will support teachers and staff in integrating basic areas of mental health into the academic curricula and school culture. Working professionals in the field of Social Work will help teachers, and staff, understand connections between classroom instruction, program goals and careers in Social Work. Continuing professional development from MHA-LA will be provided throughout the school year, as needed.

Los Angeles Child Guidance Clinic (LACGC)

Los Angeles Child Guidance Clinic has committed to supporting the Augustus Hawkins Schools for Community Action campus by providing on-site mental health services, as well as facilitating ongoing services at their neighborhood clinic. In addition, the LACGC would like to be a part of the curriculum development timeline for teachers and staff at **CHAS**.

Echo Parenting and Education

Echo Parenting and Education will provide professional development to support Positive Behavior Support by advocating for student-centered decision making and providing non-violent communication techniques for engaging with others effectively.

OneLA

OneLA is a local affiliate of IAF organization, to help build relational trust with community members, coordinate systems to incorporate community voice in the school's operations, and build community capacity and leadership. Through a series of workshops and forums, OneLA will assist in providing venues to build awareness of pertinent community issues and organizing strategies to empower community members to take collective actions. **CHAS** will coordinate with the other Augustus Hawkins Schools for Community Action schools to host these community workshops at the school site to serve as a center for community information.

YouThink

CHAS will continue our partnership with the YouThink organization, whose mission is to use art to foster critical thinking, engage diverse learners, promote literacy and serve as a tool for social change. Our collaboration with YouThink also brings the opportunity for our students to participate in their internship program to cultivate the leadership skills of students who are motivated to make a difference, as well as numerous field-trip opportunities. YouTHink will also support **CHAS** through professional development at YouThink and/or at **CHAS** to be art and social justice specific curriculum.

National Association of Social Workers (NASW)

Because the National Association of Social Workers (NASW) brings together hundreds of Social Workers and other helping professionals from across the country to expand their understanding about the importance of hope and resiliency in their work, **CHAS** will work with our partners to sponsor students to attend and present at NASW. Students will enhance their understanding of social work and community uses of hope, discuss best practices, and identify topics for future research.

Partnerships University Programs

SCA #2 Community Health Advocates School (CHAS)

University of Southern California (USC) Masters in Social Work

Our proximity to the USC campus will make USC's Masters in Social Work program our primary university partner. Under the guidance of Professor Marleen Wong, we will work collectively to extend university resources to our **CHAS** students. Professor Wong's experience includes her position as Director of Crisis Counseling and Intervention Services at LAUSD, so she knows firsthand the needs and challenges faced by our students. Professor Wong is one of the original developers of the Cognitive Behavioral Intervention for Trauma in Schools (See Section B-4.c. Social and Emotional Needs). USC has also offered use of university classroom in the School of Social Work. The diversity of study and experiences at USC will be an asset to **CHAS**. We will also welcome the opportunity to have Social Work interns through the mentorship of our Psychiatric Social Worker (PSW).

Cal State University Dominguez Hills (CSUDH) Masters in Social Work

Our partnership with CSUDH directly supports our mission and vision because of our similar philosophies in our approach to social work. CSUDH work is guided by the need to address the diverse social service needs and problems particular to the South Bay area of Los Angeles County. Similarly, **CHAS** is guided by the need to address the needs in our South Central Los Angeles community. Under the guidance of Professor Mekada Graham, we will work collectively to extend university resources to our **CHAS** students. Professor Graham understands the lack of resources available to public schools and at public universities and has outreached to her department to find resources and opportunities for **CHAS** students.

University of California Los Angeles (UCLA) Masters in Social Work and Center for Mental Health in Schools (CMHS) at UCLA

CHAS will work UCLA's Masters in Social Work, specifically the Field Education aspect of the program, to support our students. Embedded in the program is an emphasis on "reducing disparities in access to resources for individuals, families and communities and improving the effectiveness of public and private programs that serve populations at risk." It is with this in mind that **CHAS** will work with the UCLA Masters in Social Work program to serve the South Central community. In conjunction, we use the wide array of resources from CMHS to supplement our classroom curriculum and practice. A key focus for CMHS is to increase productive collaboration between schools and communities (including families).

Cal State University Long Beach (CSULB) Bachelors in Social Work

CSULB is one of the only local universities offering a Bachelor's degree in Social Work. Our partnership with CSULB will be essential in streamlining the process for applying to college wishing to receive a BA in Social Work. Additionally, CSULB is willing to host workshops and events for **CHAS** students in Long Beach and at our school.

Future Partnerships

Upon approval, we will foster a cohesive relationship with the variety of community based organizations in our community. Our goal is to meet the needs of our students by creating a central location for community groups. We will also assess whether some of these relationships should blossom into future partnerships, because they are organizations in our community striving to support the various needs of South Central. These organizations include: Youth Justice Coalition, National Association of Black Social Workers, Community Coalition (CoCo), Peace Over Violence, CADRE and Brotherhood Crusade.

To further support our students with disabilities, we will work with South Central Los Angeles Regional Center for Persons with Developmental Disabilities, Inc. (SCLARC). Additionally, we will work with Professor John Davis from Cal State Dominguez Hills to support a more inclusive environment for all students.

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

B-6. School Governance and Oversight

a. School Type

Not Applicable to new campuses under the LAUSD-UTLA local school stabilization and empowerment initiative of 2011

b. School Level Committees

To foster a community of leadership and shared accountability, each faculty member will be required to be an active participant of one of the following subcommittees. We will also actively recruit parents, students, and community members to contribute in shared decision making through participation on these committees. **English Language Advisory Committee (ELAC):** The ELAC will advise and make recommendations to the School Leadership Council on four legally required topics: a) the Single Plan for Student Achievement (SPSA), b) Needs Assessment, c) Language Census, and d) efforts to make parents aware of the importance of regular school attendance. Teacher participants will work with parent participants to actively reach out to more parents and community members to continually increase participation. One elected parent member from School Site Council (SSC) will also participate as a member of ELAC.

Compensatory Education Advisory Committee (CEAC): The CEAC will advise and make recommendations in writing to the School Leadership Council on development of an effective educational program and plan that raises the achievement of disadvantaged students. The CEAC will participate in the assessment of educational needs, establish priorities, plan the educational program, budget resources, and evaluate the school and its academic effectiveness. Teacher participants will work with parent participants to actively outreach to more parents and community members to continually increase participation. Two elected parent members from School Site Council (SSC) will also participate as members of CEAC.

Committee for Student Action (CSA): The CSA will advise and make recommendations to the School Leadership Council from the student perspective. Through a reflective process, students will be empowered to use their voices to become leaders in their school and community, as they engage in transformative action. Three elected student members from SSC will also participate as members of CSA.

Inclusion and Equity Committee (IEC): The IEC will advise the School Leadership Council on providing an equitable education to all students with particular emphasis on supporting the inclusion of Students with Disabilities and English Language Learners in general education classes. One elected member of SSC will also participate as a member of IEC.

Professional Support Committee (PSC): The PSC will advise the School Leadership Council on teacher assessment and professional development. The PSC establishes the selection criteria and job description for peer observers/mentors, reviews applications from teachers, makes final selections, and evaluates the

performance of observers/mentors. The PSC coordinates needs-based professional development (such as action research, guided inquiry, workshops, and conferences) and infuses the professional development into the teacher assessment. One elected member of SSC will also participate as a member of PSC.

Implementation Monitoring Committee (IMC): The IMC will review data to monitor the implementation of the Instructional Plan, including school-wide policy, and advise the School Leadership Council on possible responses to their findings. One elected member of SSC will also participate as a member of IMC.

Campus Committee (CC): The CC will be comprised of members from each of the four autonomous small schools on this shared campus to foster a culture of interdependence and resource sharing, resulting in interlinked strength that maximizes our available resources to improve the overall quality of the learning experiences for all of our students. The CC will advise the School Leadership Council on opportunities for cross-school professional development, campus-wide community partnerships, and strategic resource sharing to offset foreseeable budget constraints. One elected member of SSC will also participate as a member of CC.

C. Governing Council

Not Applicable to new campuses under the LAUSD-UTLA local school stabilization and empowerment initiative of 2011

B-7. School Leadership

a. Principal Selection

The principal of the **Community Health Advocates School** must share the school's vision for creating community health advocates and future social worker, as well as promoting academic rigor. The principal will be a leader in implementing the school's plan, participating in collaborative work from the classroom into the community. This leadership must readily incorporate community health advocacy and social work into the daily duties of a principal while maintaining the school's vision and adhering to the following five core values of the school: student centered, community collaboration, innovation and excellence, social justice, and sustainability.

In addition to meeting the LAUSD guidelines to be a Small Schools Principal, the ideal candidate will be a caring, collaborative, and innovative instructional leader who wholeheartedly believes in distributed leadership amongst the entire school community and is committed to our vision and mission. The principal shares our five core values and, when confronted with business as usual, finds creative solutions instead of convenient excuses.

Our selection criteria also include the California Professional Standards for Educational Leaders (CPSELs):

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

SCA #2 Community Health Advocates School (CHAS)

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Modeling a personal code of ethics and developing professional leadership capacity.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

To maximize the effectiveness of the principal selection process as outlined in the LAUSD-UTLA Local School Stabilization and Empowerment Initiative, we will proactively ensure that everyone who is eligible to be a member of the Personnel Team fully understands our unique plan so that they can best determine who should represent their subgroup. Simultaneously, we will work with all stakeholders to develop a set of interview questions that address the critical qualities of a principal who will be able to successfully implement our plan and realize our mission and vision.

b. Leadership Team

All faculty and staff members will take on the responsibilities of leadership and share in the administration of the school as active participants in the School Leadership Council subcommittees. These subcommittees (described in B-6.b.) will work together, each with their specific focus, to continually improve student achievement. The requirement in our written Commitment to the Instructional Plan that all faculty and staff participate in a subcommittee will ensure that everyone shares accountability for meeting our communal goals.

Four additional leadership positions include a Guidance Counselor, Bridge Coordinator, Campus Safety Coordinator/Athletics Director, and Parent/Resource Liaison.

Guidance Counselor: will guide and support students on their educational, personal, physical, social, and career needs. The counselor will also have the following responsibilities:

- 1) Help develop and implement student support services, strategies, and systems, including the advisory curriculum and Positive Behavior Intervention Plan.
- 2) Develop the master schedule.
- 3) Ensure students meet A-G requirements.
- 4) Foster college-going culture among students, parents, and teachers.
- 5) Disseminate information on college entrance requirements, high school graduation requirements, and mandated testing schedule.

The Guidance Counselor will also participate in one of the School Leadership Council subcommittees.

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Bridge Coordinator: will support the effective implementation of our inclusive academic programs within the four autonomous, yet interdependent, schools housed on this campus. The Bridge Coordinator will have the following responsibilities:

- 1) Provide professional development for special and general education teachers on effective strategies, accommodations and/or modifications.
- 2) Provide support and direction related to the integration of special and general education at the school site.
- 3) Support parent trainings on strategies that foster learning at home.
- 4) Collaborate with staff, students, and families to implement effective behavior strategies and alternatives to suspension.
- 5) Institute a coaching model to support students with disabilities in general education classes.
- 6) Support the interventions resulting from Student Success Teams or Coordination of Services Teams.
- 7) Provide support and monitor supplemental special education activities.

As a shared position amongst the four SCA schools on campus, the Bridge Coordinator will be a member of the Campus Committee, as well as lend expertise to our school's Inclusion and Equity Committee.

Campus Safety Coordinator/Athletics Director: will exercise safety oversight across the shared facilities and functions of the four autonomous, yet interdependent, schools housed on this campus. The Campus Safety Coordinator/Athletics Director is responsible for:

- 1) Campus safety, including: a) organizing emergency and safety plans and training, b) supervising security/campus aides, and c) informing principals, staffs, and parents on school safety matters, emergency preparedness and response, student discipline, and child abuse reporting.
- 2) Managing athletics program.

The Campus Safety Coordinator/Athletics Director will be a member of the Campus Committee.

Parent/Resource Liaison: will help foster parent/caregiver and community collaboration with the faculty and staff of all four schools. The Parent/Resource Liaison will have the following responsibilities:

- 1) Coordinate and conduct workshops for parents/caregivers to be more effective decision makers and collaborators with the school and facilitators in their children's education.
- 2) Manage resources and information between parents, students, community, school faculty, and staff.
- 3) Recruit, process, train, and manage parent and community volunteers.
- 4) Manage Welcome Center.

The Parent/Resource Liaison will be a member of CEAC and ELAC.

B-8. Staff Recruitment and Evaluation

a. Staffing Model

First Year Staffing Needs

Projected staffing needs for CHAS are described below, and based on a projected population of 360-400 students in grades 9-11:

Small School Principal (Temporary Advisor)

See B-7.a. Principal Selection.

Guidance Counselor

See B-7.b. Leadership Team.

Senior Administrative Assistant

Manage small school office, student records, and payroll. Assist the Principal, Guidance Counselor, and Teachers as needed.

General Education Teachers (15)

Use standards-based instruction and appropriate strategies to provide students with a quality education and supports to be successful in college, career, and life. Must be willing to develop CHAS curriculum and foster our vision within instruction.

EL Teacher

Work within the core content classrooms to support English Learners. Collaborate with all teachers in incorporating instructional strategies to support English Learners. Support English Learners during Morning Lab.

Resource Specialist Prog Teacher/Case Carrier

Collaborate with general education teachers to support students, as indicated on each student's IEP, within general education classes. Monitor student IEPs.

Special Day Program Teacher/Case Carrier

Provide in-classroom assistance to students and teachers, and conduct self-contained classroom time as indicated on the student's IEP. Monitor IEPs.

Itinerant Special Education Teachers

Depending on student population, visiting special education teachers may offer specialized services to students.

ROP/CTE Teacher

Use standards-based instruction and appropriate strategies to provide students with a quality education along a career pathway. Must be willing to develop CHAS curriculum and foster our vision within instruction.

Shared Positions across SCA Campus

Because of the strong planned interdependence and collaboration between the four small schools on campus, we will share the following positions effectively and together budget for these positions that each small school would not be able to afford on their own (each small school will fund 25% of each position):

Parent/Resource Liaison

See Section B-7.b. Leadership Team.

Bridge Coordinator (out of classroom teacher)

See Section B-7.b. Leadership Team.

Safety Coordinator/Athletic Director (out of classroom teacher)

See Section B-7.b. Leadership Team.

School Nurse

SCA #2 Community Health Advocates School (CHAS)

Manage school health office/clinic. Facilitate emergency care. Manage student health records.

Psychiatric Social Worker (3 days/week)

Support the social and emotional needs of all students (See Section B-4 c. Social and Emotional Needs). We will also make referrals for continuing services and programs to outside agencies.

School Psychologist (2 days/week)

Participate on Student Study Teams at each small school. Conduct psycho-social assessments to determine eligibility for special education.

Librarian/Media Literacy Specialist

Collaborate with teacher teams to support the learning of the students within each school. Conduct PD for teachers on media literacy. After the first year, the Librarian will also collaborate with the Parent/Resource Liaison to expand library services to families and the community.

Plant Manager

Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school.

School Police

Since our campus of 2000 students is in an area with high levels of gang activity, it is critical to have on-campus police support. The school police will work closely with the Safety Coordinator to create and implement a campus-wide safety plan and facilitate a safe community policing environment.

Campus Aides

Support the Safety Coordinator and School Police.

Building & Grounds Facilities Attendants Gardeners

Keep the school buildings and grounds clean.

Food Services Manager and Workers

Manages/work in the cafeteria

Second Year (and beyond) Staffing Needs

Starting the 2013-2014 school year, there will be a full cohort of 500 students in grades 9-12 and an addition of about 4 teachers. Depending on a needs assessment, available funding, and personnel, positions may be shared between schools. In addition to these foreseen staffing needs, the School Leadership Council will conduct a personnel review at the end of each school year, and determine if there are any additional needs or excess positions for the next school year.

b. Recruitment and Selection of Teachers

Community Health Advocates School teachers will be recruited and selected based on their desire to implement and further develop the mission and vision of the school. Teachers must be committed to our *Schools for Community Action* Core Values: student-centered, community collaboration, innovation and excellence, social justice, and sustainability. In addition to a commitment to our mission, vision, and core values, teachers must hold the belief that all students can learn and will thrive when provided with quality instruction and the appropriate supports. Due to the highly collaborative nature of our work, it is crucial that we are permitted to use our autonomy to hire faculty and staff who are interested in participating in this collaborative work environment. **CHAS** will require "mutual consent" between our school and all applying employees, as granted under LIS Waiver #9.

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The above commitments and the following criteria will be used for selecting teachers:

- Demonstration of mastery of their discipline content (with single-subject credential), and a familiarity with content standards
- Willingness to collaborate with colleagues to develop, implement and regularly evaluate the success of standards-based, backwards-planned and responsive curricula and instructional strategies
- Willingness to measuring student achievement with multiple assessments -- project-based, performance-based, essays, selected-response and constructed-response -- as assessments for learning (formative) and of learning (summative)
- Demonstrate experience with or interest in learning Understanding by Design curriculum development, Universal Design for Learning (UDL) and SDAIE, differentiation, thinking maps and AVID instructional strategies
- Will provide test preparation strategies for CST, SAT and ACT and explicitly preparing students for the CAHSEE
- Integrating technology in the classroom and encouraging students to use technology when appropriate
- Are eager to actively engage students and their parents/caregivers in the learning process
- Demonstrate an interest in engaging with students beyond the core curricula through participation in an everyday advisory class
- Are willing to participate in daily professional development sessions.

In addition, **CHAS** teachers will:

- Commit to learn and explore the history, present policies, and lived realities of the South Central community, which they will become a part of
- Commit to ongoing learning and professional growth
- Commit to addressing homophobia, sexism and other forms of oppression in the classroom and the school environment
- Commit to seeking and applying for relevant grants and opportunities to further serve student needs
- Co-create and plan for Advisory curriculum and implementation
- Adept to working in a collaborative-learning community where teachers are empowered to take on multiple roles, including leadership and administrative roles
- Serving a population of Spanish speaking parents/caregivers and community members, teachers will make efforts to create and use bilingual materials
- Mentor or receive mentorship based on experience and role

Recruitment and hiring

- During the first year of operations we are required by UTLA to accept teachers from Manual Arts High School in relation to the number of students transferring. Our plan is to outreach to the staff at Manual Arts as soon as we are approved for SRHS#3, share our plans with the teachers, and see who is interested in transferring.
- After our first year of operations and as our population grows, we will recruit teachers based on word-of-mouth, through our connection to the UCLA's Teacher Education Program and through LAUSD job

fairs. To ensure stakeholders have a voice in staffing, Shared Decision Making will interview all applicants and vote to fill all positions. In the event that the vacancy to be filled is in a department that is not represented by an elected member of Shared Decision Making, a representative of that department will be included for purposes of interviewing and voting to fill the position.

- Our hope is that through the pilot schools or through direct negotiations with SEIU, we will also be able to identify, recruit and interview clerks, assistants and aids as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff members, who are interested in participating in a collaborative work environment.

C. Performance Reviews

The Schools for Community Action are committed to providing high quality support to its teachers to maximize the effectiveness of classroom instruction. To this end, we have adopted a formative (i.e., “no-stakes”) teacher assessment plan that is tied closely to each school’s professional development plan.

These plans are fully compatible with the 10 principles that were adopted recently by UTLA to guide the evaluation of the district’s teachers.

The purpose is to improve student learning by strengthening the quality of classroom instruction. Rubrics based on the California Standards for the Teaching Profession (CSTP) will be used by teacher-selected peer observers to provide teachers with useful and reliable feedback on their instruction, to track improvement over time, to guide the delivery and content of professional development, and to provide useful support to teachers who need assistance.

The data from the observation forms will also be used to evaluate the effectiveness of professional development activities and to identify assistance that is needed by individual teachers. This data will not be used by administrators as part of the formal Stull evaluation process. Teachers may, if they elect to do so, share their observation data and their professional development activities with the administrators who conduct their Stull evaluations.

Key elements of the Assessment and Support Plan

Professional Support Committee:

- Teachers nominate and select members who agree to volunteer for this committee chaired by the principal
- Establishes selection criteria and job description for peer observers/mentors; review applications from teachers; make final selections, and evaluate the performance of the observers/mentors
- Advises the principal on teacher assessment, professional development, requests to attend conferences and other off-site events

Compensation of peer observers/mentors:

- Possibilities include release time, stipends

Training of Observers:

- Peer observers/mentors will receive training on the use of the instructional rubrics. Observations will be calibrated to ensure reliability and consistency.
- Peer observers/mentors will receive training and ongoing support with mentoring strategies.

Reciprocal Accountability in Action:

- All teachers will be expected to participate in observations, to take advantage of support options, and to demonstrate improvements in instruction after support has been received.
- Teachers will have regular opportunities to provide feedback about the evaluation process to the Professional Support Committee.

Data Management:

- Observation forms (with open-ended comments and scored rubrics) will be completed after each observation. Copies will be given to the observed teacher and the data entered into a confidential Teacher Assessment database. The database can produce numerous on-demand summary reports (e.g., by observer, by department, by Small Learning Community (SLC), by individual teacher, by timeframe, etc.) to track progress and to guide professional development and individual support for teachers.

B-9. Sharing a Campus

As with many other aspects of the **CHAS**, serving our students will be easier through the collaboration between all four *Schools for Community Action*. Throughout the school year, shared facilities such as the field, library, cafeteria, textbook room, student store, multi-purpose room, gyms, and performing arts rooms will be shared by all schools and coordinated by our shared Campus Committee.

Welcome Center/Family Headquarters

Our four schools will share a Welcome Center in the centralized administration area that will also serve as the headquarters for parents/caregivers, family, and community members to actively participate in our collective efforts to integrate our schools within the community in order to provide the most effective educational experiences for our students. All four SCA schools will collectively fund and share a Parent Liaison (see Section B-7.b. Leadership Team).

Library/Media Center

Our school library will be open in the morning and into the evening to serve the needs of students lacking a space for studying and tutoring. The population we serve does not have a nearby Barnes and Noble or trendy cafes to serve as a resource-rich meeting place for access to large quantities of texts or for group study. This space will also provide access to high interest texts and other resources. By working with our community partners, including alumni from our relief school, the school library could also host a variety of services during the evening and on weekends to provide a type of support and incentive currently unavailable in this area. We will work closely with the Los Angeles Public Library—Vermont Square Branch

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to support library activities and incentives. All four SCA schools will collectively fund and share a Librarian/Media Literacy Specialist.

Morning Lab

The Augustus Hawkins campus has seven computer labs (each the size of two classrooms). By sharing funds and resources, all four schools can ensure that some of these labs will be open in the morning before school so that students can have access to computers for homework projects or receive additional supports, such as tutoring, credit recovery, support for English Learners and students with disabilities, or simply time to explore on the computers.

Campus Safety

Based on the feedback we received at our SCA Community Forums in the summer of 2011, we know safety is of utmost concern to families and the community, which is why all SCA schools will use the same bell schedule. Since we know John Muir Middle School (feeder school) starts school, at 7:50am, we are pushing our start time to 8:05am to allow siblings and parents/caregivers to escort younger students to school before heading to our campus. Through meetings with Captain Kato from the 77th Street Police Station, The Brotherhood Crusade, and GRYD, SCA understands the convergence of several local gangs which could take place at the Augustus Hawkins campus. In addition, the neighborhood served by the 77th Street Police has a large concentration of crime compared to other parts of the city. For example, in the week of August 1st-August 7th of 2011, there were 111 crimes reported to the 77th Street station, whereas on the same week, 38 crimes were reported to the West Los Angeles Station. Thus we will collaborate with programs such as Safe Passage to support safety to and from school. Because the safety of all students who set foot on the campus is of great importance, the four SCA schools will collectively fund and share a Campus Safety Coordinator.

All students will follow the behavioral expectations outlined in the Schools for Community Action expectations for common areas. These expectations will be developed by the complex-wide Campus Committee in the weeks prior to the school opening, communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time:

- each school will have a uniform, or specific colored polo shirt
- all students will be at school and in class on time
- all students will respect school property (because it is their property too)

To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the school opening). To monitor behavior on campus, the *Schools for Community Action* will employ LAUSD campus police, campus aides, and engage and train parent volunteers to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe.

It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Schools for Community Action brag board located in the Family and Community Welcome Center.

Shared Athletics

Each small school will have their own Physical Education classes, and within those class periods we can have intra-campus scrimmages and competitions between the four schools to instill good sportsmanship and a sense of pride and identity within each small school. However, each student will also recognize that they are part of a campus collective, and all four schools will work together to build a campus-wide athletic

program with as many competitive sports teams as possible. The vision of the athletics program will be based on our core values of being student-centered, community collaborators, innovative and excellent, socially just, and sustainable. Our program will seek to build athletic skills as well as character development, collaborative skills, and problem solving. The athletic program will support the social and emotional needs of students while uniting the community behind successful youth teams. Through community partnerships, coaches that are mentors and educators, organized parent involvement, and committed athletes, our program seeks to revitalize our community. We will also work with Los Angeles Parks and Recreation to coordinate additional sports and activities, especially at our closest parks – Mt. Carmel Park and Harvard Recreation Center. This will provide a link to continuous activities throughout the summer with programs at these parks through Summer Night Lights, sponsored by the City of Los Angeles. SCA's athletic program will provide another stage where our children's talent may be showcased.

Health Services

We will provide social and emotional support at different levels, giving students multiple ways to receive support. SCA will share a Psychiatric Social Worker (PSW) to support the social and emotional needs of all students (see Section B-4.c. Social and Emotional Needs). We will also make referrals for continuing services and programs to outside agencies. SCA will work with community based health organizations like St. John's Clinic to provide services such as free health screenings, access to family planning services, drug cessation and support programs, as well as other social and emotional well being programs (see Section B-1.d. Addressing the Needs of All Students).

Special Education

All four SCA schools will collectively fund and share a Bridge Coordinator to help implement our inclusive academic programs. Our shared Bridge Coordinator may determine that some of our students with special needs require intensive, specialized support that is best provided in standalone classes. Depending on the sizes of these populations, the four SCA schools will work together to provide one or more ED, MR, CBI, and/or autistic classrooms to best serve these special needs students.

Supporting English Language Learners

All English Language Learners of all levels will have the choice of entering any of the four SCA schools to ensure that these students have the same choices for their education as all other students. Each small school will hire an English Learner teacher to assist with the inclusive academic programs at each school. Collectively, all four schools may need to offer shared ESL classes for students with ESL levels 0, 1, or 2 who need additional support.

C. INTERNAL MANAGEMENT

This section is applicable to internal and Network Partner teams only. Briefly highlight the areas in which autonomies are necessary for the implementation of your Instructional Plan and proposed budget development process.

C-1. Waivers

The **Community Health Advocates School** is a new school wherein all below referenced waivers are being requested in conjunction with the Local School Stabilization and Empowerment Initiative. Rationale has been outlined in the above corresponding sections of the plan. However, for the sake of clarity, the areas of this proposal that require waivers are outlined below and requested specifically in the Appendix.

Pre-approved Waivers

- Methods of improving pedagogy
- Curriculum
- Assessments
- Scheduling
- Professional Development
- Budgeting Control
- Mutual Consent for employees

Additional Waivers requested

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour)
- Participation in at least one School Leadership Council Subcommittee
- Required (compensated) PD time (up to 25 days/year)

C-2. Budget Development

As a small school in a school district constrained by continuing state budget cuts to education, **CHAS** will utilize Budgeting for Student Achievement. Our plan requires faculty to be committed to supporting and participating in school governance. We are not a traditional school. The utilizations of our autonomies will require the maximum budget flexibility and responsible oversight, afforded under Budgeting for Student Achievement. We will follow LAUSD governing guidelines when planning and implementing our annual school budget. Parents will have an opportunity to address budgetary issues through CEAC and ELAC. Students will provide input through the Committee for Student Action. Teachers will discuss the budget within the other subcommittees. Recommendations will then be taken to the Governing Council, comprised

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of all community stakeholders. The focus of our budget will be to promote the success of all our students. To ensure all stakeholders are included, we will adhere to the following timeline:

- August/September: Begin reviewing school budget
- October/November: Review budgets and make adjustments
- December/ January: Discuss and prioritize budget needs
- February/March: Principal presents draft budget from District's preliminary budget
- April/May: School ratifies budget for submission to District

Our focus in Year One of implementation is curriculum and instruction. Professional development time will ensure that teachers are trained in school-wide instructional strategies. Benchmark and common assessments will be developed to measure student progress, and identify areas of weakness. We will begin the process of developing Linked Learning interdisciplinary curriculum and projects. Additionally, we will set up teacher teams to begin collaboration. We will spend Year One establishing our school identity and culture as well as cultivating our new community partners.

By Year Two we hope to have more advanced PD on several of our teaching strategies and continue to refine our curriculum and assessment. We hope that in the first three years we will complete CTE-certified career pathways and develop ample community and business partners to engage our students in relevant work-based learning.

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