



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY**  
**FOR: MACLAY ACADEMY OF SOCIAL JUSTICE**  
**FOR: MACLAY MIDDLE SCHOOL**  
**PROPOSED BY: MACLAY ACADEMY OF SOCIAL JUSTICE DESIGN TEAM**

**Mission & Vision of the School / Misión y Visión de la Escuela**

**Vision for Our Students:**

Our vision is to create a school where students master abilities to: demonstrate language proficiency, literacy, and numeracy; communicate effectively in writing and speech; recognize problems, analyze them, and generate solutions; make decisions and take responsibility for doing so; learn how to learn; and cooperate with others in a myriad of venues, including the 21st century workplace.

**Our 5 Core Values:**

- Purposefulness
- High Expectations for All
- A Socially Responsible Community
- High School-Prepared, College Bound, and 21st Century Workforce Ready
- Parents and Community Are Our Partners

**What students will learn upon matriculation:**

The Maclay Academy of Social Justice curriculum will be based on the standards set forth by the California State Department of Education. These courses are aligned with the A-G requirements and begin to guide all students towards college eligibility. ESL programs will replace core language arts curriculum for students who have not reached reasonable English proficiency.

**Designing Data Driven & Student Centered Instructional Programs /  
 Diseñando Programas Educativos Basados en Datos y Centrados en los Estudiantes**

**Based on the our key findings the areas of high priority students' needs are:**

- Proficiency for All in Language Arts, Mathematics and Algebra
- Attendance for both students and staff
- Parent and Community Engagement
- School Safety

**We will address the needs of our students as follows:**

- Standards Based Instruction is what drives our instructional program. To further anchor our work we will adopt specific and intentional strategies from the texts **EXPLICIT DIRECT INSTRUCTION** by John Hollingsworth and Silvia Ybarra (EDI), **TEACH LIKE A CHAMPION**, by Doug Lemov and Norman Atkins, as well as Fisher & Frey's model of gradual release. Basically, our instructional plan will be based on well planned, well-thought-out, and well-implemented lessons.
- Positive Behavior Assemblies and Monthly Awards Assemblies
- Parent Education Classes
- Before and After School Intervention, Tutoring, Homework Center, Clubs, Youth Service-Beyond the Bell



**Instructional Program / Programa de Instrucción**

**Our proposal will serve the following student sub-groups as follows:**

**Students with disabilities:**

- MASJ will comply with all applicable State and Federal Laws in serving students with disabilities
- The 504 team will evaluate the nature of the student’s disability and the impact upon the student’s education and shall carry out the student evaluation to determine whether or not 504 services are appropriate

**Socio-economically disadvantaged students:**

- We will be advocates for our children in the academic, social, behavioral, and emotional sense
- We will create a culture in which trust and honesty is built in and becomes systemic
- There will be an open dialogue between the student and the student’s core team of teachers
- We will act as partners with our community – to serve our community

**Special needs students:**

- More in-depth Individualized Education Programs
- Commitment to the maintenance of a path to least restrictive environment
- Special Day Program (SDP) teachers will identify the learning challenges of each student and then strategically design instruction to increase comprehension, fluency, and higher order thinking skills

**Gifted students:**

- Screen 100% of incoming sixth graders for gifted eligibility
- Rigorous academic approach to learning
- Higher level instruction tied to themes of social justice
- Professional development for teachers to provide the most appropriate instruction for gifted students

**English Language Learners:**

- *Specially Designed Academic Instruction in English (SDAIE)*
- *Create a culture of student self-awareness and accountability (Assessments and Reclassification status)*
- *Scaffolded support in ESL classes and sheltered classes*

**Standard English Learners:**

- Implementation of Culturally Relevant and Responsive Education (CRRE)
- Intentional lesson planning to access students’ prior knowledge
- Connecting lessons to real life situations and events that students can identify with
- Project-Based Learning

**School Culture / Cultura de la escuela**

**Our School Culture:**

Our vision for the culture we hope to create will have one goal: to build a culture where teachers and staff engage in professional learning in order to increase their capacity to better serve our students. By increasing individual capacity, we will simultaneously build institutional and systemic capacity to foster student achievement. We will approach our professional development with the belief that we can, and should always learn and grow as educators. A core belief is that all children can learn, given the appropriate instruction and support, and that all children can be high school-prepared, college-bound, and 21st century career-ready. Our esteem for learning will be exhibited in all areas, from rigorous daily instruction to respectful social interaction between adults and students. A culture of adult learning will serve as a best practices model for student learning. With the focus on service to children, all of our efforts will have context and moral purpose.



**A typical day for a student at Maclay Academy of Social Justice:**

A typical day for a student at Maclay Academy of Social Justice (MASJ) may start at 7:30 a.m. where he/she would have options in the morning from going to the Homework Center, Math or English Tutoring, a School Club (*Chess Club, Zumba Club, Physical Fitness Club, Science Club, Debate Club, French Club, Latin Club to name a few*), Student Service, Computer Centers, Peer Mediation, Group Counseling, or Reading Center. By having a late start of 8:29 a.m., we are able to offer all of these other options and resources to our students before school to accelerate their learning.

At 8:19 a.m. the first bell rings announcing it's time to go to their first class of the day. This is the point where all students would begin their day if they chose not to attend any of the 7:30 optional courses or school assistance. In order to understand a typical day at MASJ we must understand how a 4x4 Bell Schedule functions; students have two different schedules, on "A" days, students attend periods 1, 3, 5, 7 and I&E (an additional Intervention or Enrichment class for 37 minutes, every day but Tuesday) and on "B" days they attend periods 2, 4, 6, 8 and I&E class. English and Mathematics are given every day, while History and Science alternate every day, and Physical Education and Electives alternate every day as well; each period lasts 80 minutes except for I&E which is 37 minutes long.

This typical day falls on an "A" day. After leaving the Homework Center, the student heads off to his/her English class, where he/she is greeted at the door by the teacher. The student enters a classroom that has student work posted, a vocabulary word wall listing the recent words they are learning, and Data Walls where students' academic goals are monitored and celebrated. The teacher has established clear behavioral and academic expectations to the students so that they know what to do upon entering the classroom.

Their lesson begins with a warm up, an opportunity for them to review past learning. The student would also write the standard, objective, and agenda in the Agenda Planners the school provides to each child. This is not only to reinforce the skill being taught, but it also teaches the student organizational skills, furthermore, also serving as information for his/her parents. The lesson guides the student through the gradual release model while the teacher checks for understanding ensuring that the student is having success in acquiring the new skill/concept. This is repeated in every classroom. During nutrition and Lunch the student has an opportunity to participate in teacher/counselor led activities, such as sports, dances, art contests, or writing contests.

This student is meeting all of bench marks, therefore for I&E, this student has Leadership, which is an Enrichment class. Through the Leadership class the student learns organizational and leadership skill that will help him/her in high school and college.

**Extracurricular Activities:**

- Sports
- Computer class
- Dance/Drill
- Photography
- Tutoring
- School clubs
- Homework center



**Parent Engagement & Involvement / Participacion de padre y comunidad**

**Strategies to meaningfully engage parents and guardians in the academic achievement of their children:**

A parent survey was created in order to better understand our parents’ needs. Based on 527 parent surveys returned, we identified that our parents had 7 areas of concern: Student Safety, Meetings with Teachers, Communication with Parents, Parent Classes and Activities, After-School Opportunities for Students, Volunteers, and Activities and Incentives.

- *Student Safety - we will communicate the Safe School Plan to parents*
- *Meetings with Teachers - we will establish additional student/parent/family events*
- *Communication with Parents - we will increase teacher to parent phone calls, re-vamp our newsletter and implement a post-card home program*
- *Parent Classes and Activities - we will communicate and increase all parent workshop/class offerings through the post-card program and Newsletter*
- *After School Opportunities for Students - we will have teacher led after school programs*
- *Volunteers - we will develop a volunteer recruitment and training program led by teachers*
- *Activities and Incentives - we will have Monthly Awards Assemblies, Attendance Incentives and the Determined to Dream Foundation will continue to support recognizing students in a positive way*

**A welcoming, respectful environment for parents and guardians:**

In addition to Back to School Night, Open House, and PHABO Conferences, teachers will participate in three additional parent activities. Teams will participate in a “Coffee with the Teachers,” each semester, where parents will be invited to share light refreshments and coffee during the team’s common conference period. This is an informal way for parents to speak to and get to know teachers on a more personal level. Finally, once a year, teams will plan and implement a team social event. Teams can elect to have a picnic, dinner, Movie Night or other activity inviting all students with their families to participate.

**Staffing / Personal de La Escuela**

**Staff selection and recruitment:**

Maclay Academy of Social Justice will seek applicants who are supportive of the reform efforts at the school. They must understand that they are directly responsible for serving our students, parents and community to the highest degree. When recruiting teachers and selecting staff, much consideration will be given to how well the employee works with all stakeholder groups, participates in collaborative activities, models collaboration for our students, and directly contributes to student collaboration throughout the school and the community. The teachers must hold an internal belief that all students can learn and that they see themselves as facilitators of that learning, and that the students have a voice in this process.

The City of Pacoima and the students of Maclay Academy of Social Justice deserve to hire those teachers that are No Child Left Behind Highly Qualified, want to teach in this school, and have a proven record of success with these students. It is not a wish to have quality teachers; it is the right of these students to have quality teachers.

**Applicant Team Contact Information / Información de contacto de la organización solicitante**

**Lead and/or Team Member Name(s):** Veronica Arreguin  
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