

**Los Angeles Unified School District
(LAUSD)**

SOUTH LA AREA NEW HS #3: Augustus Hawkins

**Schools for Community Action #3
(SCA #3)**

**Responsible Indigenous Social
Entrepreneurship School
(RISE)**

"Entrepreneurs are not born....rather they 'become'
through the experiences of their lives" - Albert Shapero (OSU)

RISE's Mantra:

Every day you will RISE to your potential; every day you will RISE to meet higher expectations.

South LA HS #3 (Augustus Hawkins)

School for Community Action #3

Responsible Indigenous Social Entrepreneurship (RISE) School

Table of Contents

A. Summary Analysis	4-23
<i>A-1 Mission and Vision</i>	4-8
<i>A-2 School Data Analysis</i>	8-17
<i>A-3 Applicant Team Analysis</i>	17-23
<i>A-4 Informational Summary (Attached as Appendix)</i>	23
B. Instructional Plan	23
Category One: Unwavering Focus on Academic Achievement	23
<i>B-1 Curriculum and Instruction</i>	23-49
a. Instructional Program	23-29
b. Core Academic Curriculum	30-38
i. Curriculum Development	38
c. WASC Accreditation	38-39
d. Addressing the Needs of All Students	39-44
e. Vertical Articulation	44-47
f. Early Care and Education	47-48
g. Service Plan for Special Education	48-49
<i>B-2 Professional Development (PD)</i>	49-58
a. Professional Culture	49-53
b. Professional Development	53-57
c. Teacher Orientation	57-58
d. PD Program Evaluation	58
<i>B-3 Assessments and School-wide Data</i>	58-63
a. Student Assessment Plan	58-61
b. Graduation Requirements	61-62

c. Data Collection and Monitoring	62-63
Category Two: School Culture, Climate and Infrastructure	51
<i>B-4 School Culture and Climate</i>	63-76
a. Description of School Culture	63-66
b. Student Support and Success	66-67
c. Social and Emotional Needs	67-69
d. College and Career Readiness	70
e. School Calendar/ Schedule	71-74
f. Policies	74-76
<i>B-5 Parent and Community Engagement</i>	77-86
a. Background	77
b. Strategies	77-82
c. Key Community Partnerships	82-86
Category Three: Leadership that Supports High Achievement for Students and Staff	86
<i>B-6 School Governance and Oversight</i>	86-88
a. School Type	86
b. School Level Committees	86-87
c. Governing Council	88
<i>B-7 School Leadership</i>	88-90
a. Principal Selection	88-89
b. Leadership Team	89-90
<i>B-8 Staff Recruitment and Evaluation</i>	90-95
a. Staffing Model	90-92
b. Recruitment and Selection of Teachers	92-94
c. Performance Reviews	94-95
<i>B-9 Sharing a Campus</i>	95-98
C. Internal Management	98
C-1 Waivers	98

C-2 Budget Development	98-99
References	100-103

a. Summary Analysis

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

A-1. Mission and Vision

Mission:

Responsible Indigenous Social Entrepreneurship will empower and qualify students to be transformational agents in the local and global economic world.

Vision:

The Responsible Indigenous Social Entrepreneurship (RISE) School will study how business activities affect human welfare and the natural world. Our goal is to foster character, habits and academic skills that will empower them to successfully navigate through higher education and professional endeavors. Our students will understand that indigenous business practices are sustainable; and can be applied to global and local economic practices.

Upon graduating from the Responsible Indigenous Social Entrepreneurship (RISE) School students will:

1. Be employable and prepared to participate and lead in a competitive local and global economy with leadership and 21st century skills for success
2. Experience rigorous and culturally relevant curriculum that mirrors MBA professional requirements through a social responsibility lens
3. Experience and replicate innovative socially responsible indigenous entrepreneurship that furthers social, political, economic, cultural, environmental, technological goals for the South Central community
4. Master and experience a strong academic curriculum with focuses on entrepreneurship, economics, and hands-on Project- Based Learning
5. Develop an understanding and commitment for reinforcing and positively transforming their community
6. Be informed consumers and advocates who know about community resources
7. Experience, manage, and articulate importance of personal financial literacy and apply it to various settings in their lives

8. Experience the creating, planning, managing, and evaluating of educational and leadership campaigns for their campus community and wider community
9. Transform into advocates for their personal educational development and community-economic development
10. Foster and model innovation and collaboration that transcends classroom experience

Addressing Community Needs:

"Entrepreneurship empowers people, in all societies and at all levels, to take their own destiny into their hands. It creates opportunities which not only contribute to economic development, but also to personal and professional development"(www.weforum.org).

The Responsible Indigenous Social Entrepreneurship (RISE) School is driven and fostered by the community and for the community. We believe that the community has both strengths and challenges in the area of entrepreneurship and has a historic and present practice with local, also known as "indigenous," entrepreneurship practice. From our experience as educators we have noted that our students' families have familiarity in the development and management of small businesses, which are often led by an entire family. These practices are common and can be seen throughout South Los Angeles as you observe physical structures such as a Guatemalan family owned bakery to a to a vehicle advertising a gardening business. This innovation stems from creativity, necessity, and the desire to pursue a positive and stable economic environment.

Nationally, the multi-cultural American society has been engaged and demonstrated interest in entrepreneurship practices. "The U.S. Small Business Administration (SBA) Office of Advocacy estimates that in the 2008 Business census, there were 31.2 million businesses in the United States. More than 25.4 million of those businesses had no employees or 81% of all U.S. firms. Of the 19 % of businesses having employees 65% of those have 10 or fewer people employed"(www.weforum.org). Therefore, statistics detail that Americans are not only interested, but are creating and leading small businesses. South Central Los Angeles is not the exception as seen through a multitude of both registered and non-registered small business owners. Therefore, RISE will not only provide youth with the tools and practice of creating and managing a small business, but also tools for sustainability with a both profitable and ethical framework. Students and their families, along with vivid examples of entrepreneurship in their community, form a solid foundation for youth entrepreneurship that values and strengthens the community.

The Responsible Indigenous Social Entrepreneurship (RISE) School will meet the employment needs of our society by developing strong academic entrepreneurs who can succeed in a competitive local and global. RISE provides a career path that allows youth to develop and apply 21st century skills in a multi-faceted entrepreneurship route. Our students will be innovators who join a growing small business market. According to The Small Business Economy, published by the U.S. Small Business Administration, small businesses have been responsible for creating 60 to 80% of new jobs in the economy in recent years (<http://www.careers-in-business.com/enfacts.htm>). In addition, "Data from the SUSB indicate that net job creation in the immediate years following the 1990-1991 and 2001 recessions stemmed from employment generated by small firms with fewer than 500 employees, while large businesses grew little because of net contractions in employment" (<http://www.careers-in-business.com/enfacts.htm>).

Therefore, entrepreneurship is a key component of the local and global economy. RISE students will have the skills and ethics base to create competitive business endeavors even during a challenging national economic downturn.

RISE graduates will have a solid entrepreneurial foundation, with an ethical perspective, that can be adapted to a successful college experience to a successful business.

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, p. 39). 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.

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.

RISE Connection to Core Values:

The Responsible Indigenous Social Entrepreneurship (RISE) School will support our core values: student-centered, community collaboration, innovation and excellence, social justice and sustainability. RISE is :

Student-Centered since the "indigenous" entrepreneurship knowledge and experience that our students bring, are highlighted in all courses to connect to new knowledge gained from the classroom experience. Community Collaboration is the application component of RISE by having the community be the exploration grounds where students seek local entrepreneurship experiences and bridge it to their own. The Innovation and Excellence value is lived by RISE students as they explore rigorous courses and experiences that mirror an MBA program. In addition, innovation is a key factor in socially responsible entrepreneurship by positioning RISE students in problem solving and looking at the business world in a new way that other businesses have selectively ignored. Social Justice is exemplified through RISE as our students model and validate their history as workers, consumers, and business owners and empower the community through applying their knowledge and advocacy through positive actions. Finally, Sustainability as a core value resembles how RISE will function even with funding limitations.

Furthermore, RISE has its own core values. RISE utilizes a triangle that represents the interconnection between three powerful themes, which are socially responsible indigenous

entrepreneurship, advocacy with a focus on consumer advocacy and labor practices. These themes are outlined later on B1b in the RISE Empowerment Triangle model. These three elements create sustainable business practices.

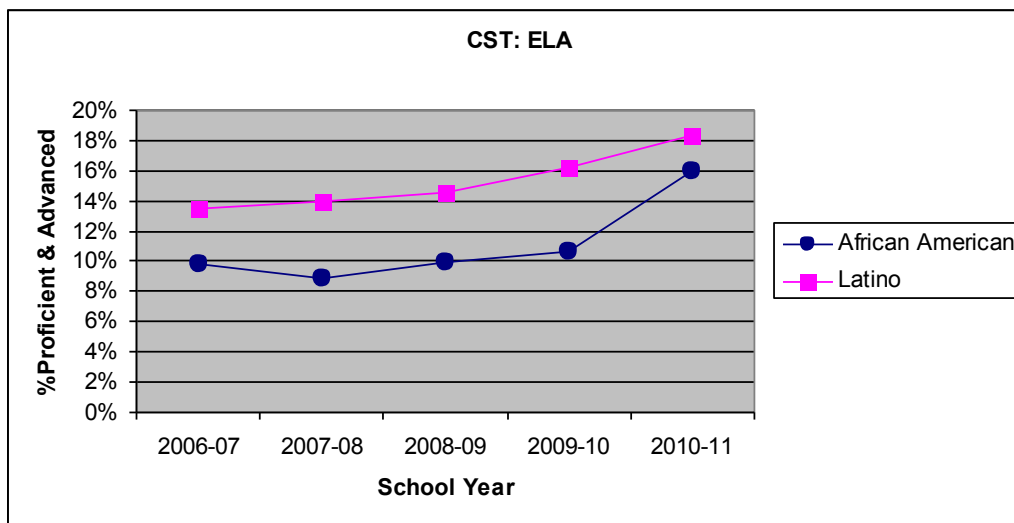
A-2. School Data Analysis

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.

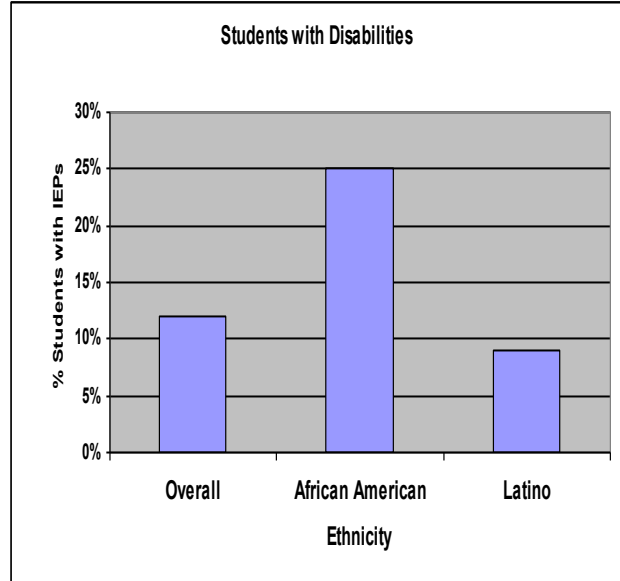
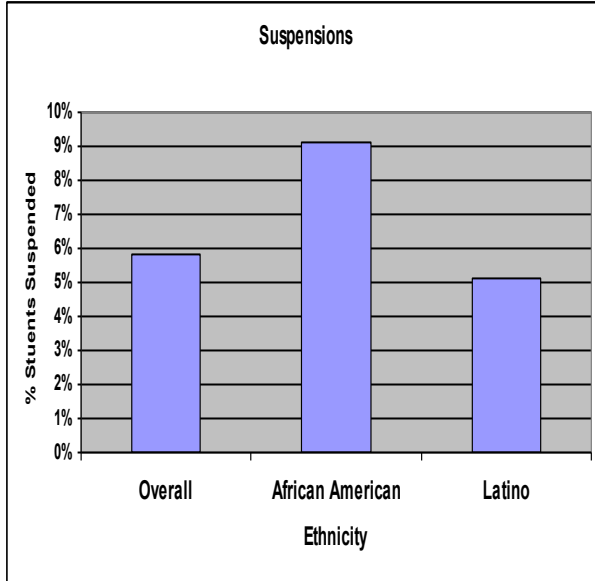
Performance Gap between African American and Latino students

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.

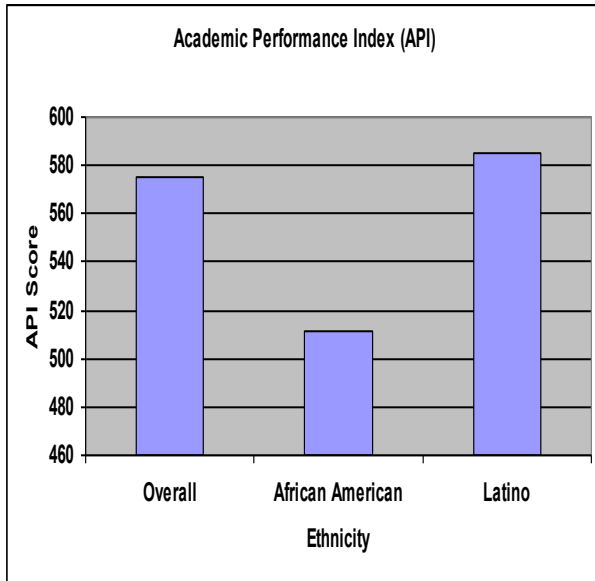


Not only are a smaller percentage of African American students scoring Proficient or Advanced, but also a larger percentage are scoring FBB or BB than the Latino students. The same trend also exists with the Math CSTs. Corresponding with this achievement data is data that show a disproportionate percentage 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.

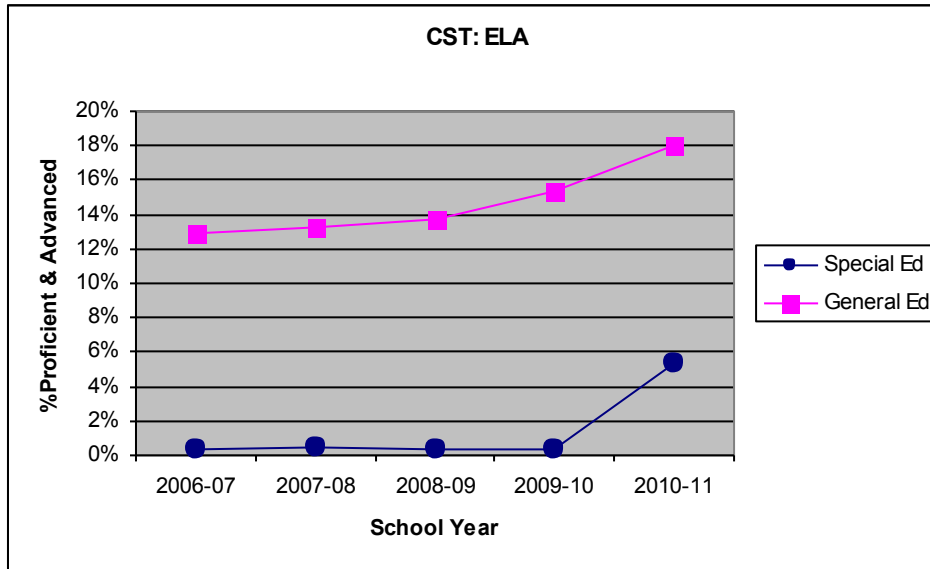


The data represented in the tables above are reflected in the API data below.



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.

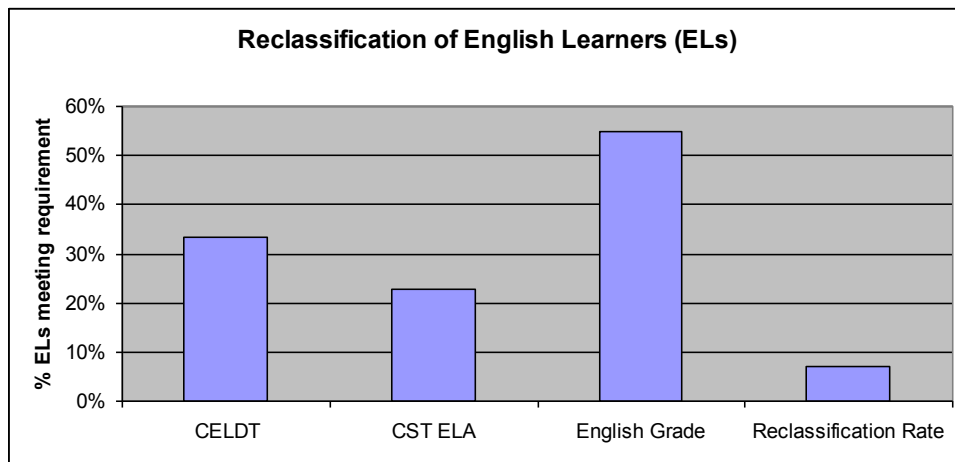


Seventy-nine percent of Special Education students are scoring FBB or BB on the ELA CST, compared with forty-eight percent school-wide. On the Math CST, 97% of the Special Education students are scoring FBB or BB.

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.

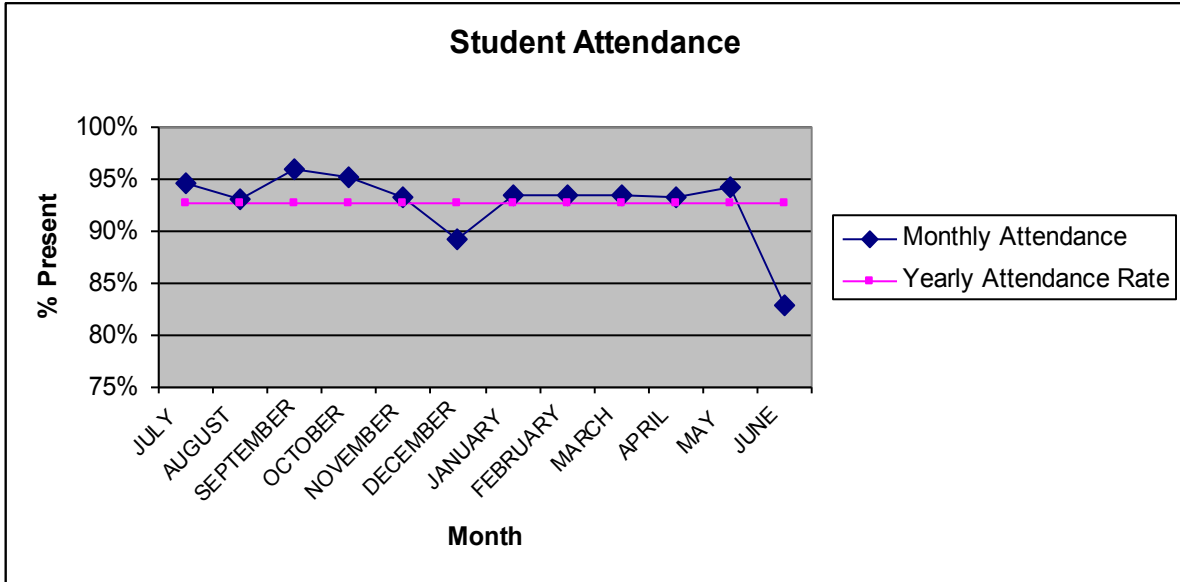


CAHSEE Improvement

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.

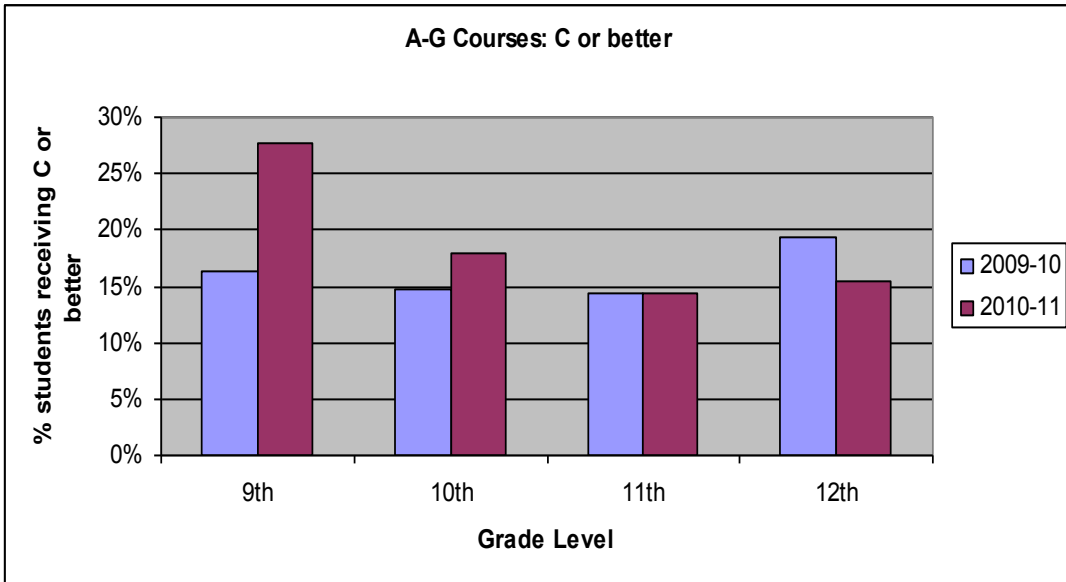
Attendance Potential

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.



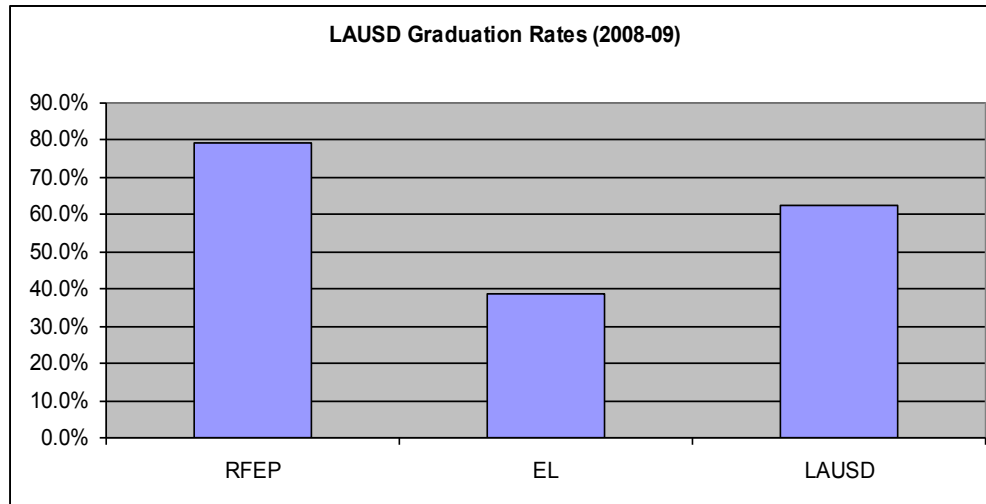
Promising 9th Grade Data

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.

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

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, RISE 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 understanding better 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 and initiatives such as the South LA Building Health Communities initiative, 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
- 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
- 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 on time
- 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 assessment
- 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. The school of Responsible Indigenous Entrepreneurship believes that students come from a wealth of skills given to them from their parents or guardians and that our job is to build off the solid foundation they already have. 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 that our students are at the heart of all dialogue and decision making
- Professional development with local community organizations that 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 and, with our growing strength, take control of outside factors, thereby providing every student with an equal opportunity to learn.

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 been well documented that school officials often disrespect or disregard minority parents (Noguera, 1999). After creating an alienating climate and further marginalizing the parents they serve, they wonder why attendance at parent-night is so low and conclude that the parents do not care about the education of their children (Kailin, 1999). This can be remedied by not only consciously respecting parents but, more importantly, by providing parents with real power in making meaningful decisions about the school (Noguera, 1999). The creation of a social space for parents, 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 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 communally collect their thoughts to come up with effective solutions (Guinier & Torres, 2003). Results previously unimaginable would puncture the status quo. As parents 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 small schools on the Augustus Hawkins campus. These four choices resulted from the findings from our community outreach and as we read through the relevant school design literature:

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

Responsible Indigenous Social Entrepreneurship (RISE) was developed by the collective experience of educators, students, parents, and the wider community. This collective experience was started with teacher collaboration in cross-curricular project-based learning where students were responsible for creating their own small business plans. Students who had not been engaged in classes or felt there was no connection with school and real life or life “outside school walls,” started to be the most passionate when grasping economical concepts that have otherwise been random facts or procedures. Entrepreneurship education in our classes leveled the playing field, where everyone, including our English Language Learners (ELL) and students with IEP’s were equally and even more involved knowing that this was not a mere assignment, but a real life project. RISE wishes to expand these experiences to more students in collaborative and cross-curricular efforts by fully integrating all components of business management and innovative business development with an ethical lens.

For example, a tenth grade RISE student will learn the advances and challenges that industrialization brought to cities, such as the development of new technology in their history class. Their history class will ask them to create 3D models that physically demonstrate the impact of industrialization. After they will walk to their science class where they will experience a lab that explores the negative effects industrialization brings upon the social, economic, political, and cultural world. The following day students research the environmental impacts of large business to prepare for a debate considering both pros and cons of large business. In their algebra class that day they analyze data from the Environmental Protection Agency (EPA) on air quality in

the neighboring community of Downey. This cross-curricular effort allows a RISE student to create, explore, analyze, and reflect on a socially responsible entrepreneurship.

The initiative of creating RISE was pursued by the small learning community leadership of Ms. Cynthia Castillo, Mrs. Katie Rainge-Briggs, and Mrs. Aleyda Moran-Martinez in a business and education themed small learning school (SLC). All three educators are certified entrepreneurship educators after being trained by the Network for Teaching Entrepreneurship (NFTE) and have planned and facilitated a collective eight years of entrepreneurship. Our collective experience and application of this program inspired us to take this curriculum to the next level, where the main focus is social responsible entrepreneurship that transforms the community in a positive way. Just as NFTE's founder, Steve Mariotti, wished to engage inner-city high school students in New York, we at RISE believe that a high school with an entrepreneurship hands-on focus will engage and take our students to endless possibilities (<http://www.nfte.com>). Our students truly have the "street smarts" or the indigenous experience that serves as the initial hook to take them into a transformative educational experience that RISE will provide.

In addition, students, parents and wider community members have been a great inspiration to the development of RISE because of their own collective experience with indigenous (local) entrepreneurship. Our students' families are either small business owners or know of someone in their family or wider community who are engaging in small business practices that are not necessarily labeled "formal" business practices. For example, when we have asked our students if they knew of anyone who owned a small business, many looked at me and associated small business with corporations. I then asked if they knew anyone who doesn't have a boss and makes money by doing something for someone or selling something in exchange for money. At that moment many more raised their hand. One of them was Annie who said, "My next door neighbor rents our chairs and tables for birthday parties." Other responses included, "My brother who takes photographs at weddings," "The lady who sales tamales," "My friend that does hair and makeup for prom," "My dad who is a mechanic," and "My auntie who owns a Belizean food restaurant." These examples incorporated family, friends, and wider community and were all examples of indigenous "local" entrepreneurship, yet my students did not label them as formal business practices. Therefore, in RISE we recognize that our students, families, and wider community are truly connected to entrepreneurship and have experience and would greatly benefit not only themselves, as potential future business owners, but as builders, educators, and shapers of positive sustainable responsible business development for their community. In addition to personal experience with our students, RISE, one the SCA sister schools, planned and experienced community outreach and through educational forums parents and wider community concluded that school needed to be more relevant to the experiences that our students bring to the classroom. RISE supports and incorporates the parents concerns by developing a relevant pathway that is tangible and engaging for our future students.

Our Leadership

Our RISE design team members, along with the teachers, recent alumni, parents, and community are dedicated to building the powerful and effective learning environment that the youth in our community deserve. Our RISE design team has 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 RISE design team, in collaboration with the sister schools of the Augustus Hawkins Schools for Community Action campus, are well-positioned to successfully create and implement a new school environment that focuses around the community's economic development.

Cynthia Castillo:

Cynthia Castillo is a fourth year English Language Arts teacher. Her curriculum has consistently focused on empowering students by creating a curriculum that was centered on student voice and project based learning. These focuses were implemented in all grade levels and all courses, including AP English Literature and Composition, Speech and Debate, Journalism, and Entrepreneurship. Cynthia actively engaged students outside the classroom through community service events and the sponsorship of student organizations, such as Female Voices and South Central Youth Empowered Through Action, that were dedicated to educating students on social issues and uplifting the community. She was the co-lead teacher for the small learning community, the Academy of Business, Education, Specialized Arts, and Technology, for two years during which she created and led professional development for staff members and actively worked towards ensuring the success of the school during the WASC accreditation process. Cynthia is the recipient of two Teacher Innovation Grants that allowed her to incorporate technology into her classrooms and take students on field trips to universities, museums, and more. Cynthia is a Los Angeles native and alumna of an LAUSD school, John Marshall High School. She graduated from UCLA with a Bachelor's degree in American Literature and Culture in 2005 and returned to UCLA to complete the Teacher Education Program and receive her Masters in Education in 2009.

Jaqui Herrera:

Jaqui Herrera is currently a freshman at the University of California, Merced. Her major is in Biology and she hopes to become a doctor one day. Jaqui is enjoying her new college lifestyle and looking for more ways to build her character. Before starting her new life she graduated from Manual Arts Senior High School in June 2011. At Manual Arts she was an avid participant of the Council of Youth Researchers for many years. In this program she helped create surveys, take interviews, and present on issues that affected students in school. Some of the topics included ethnography and powerful curriculum to help create reform at her school and others all around. She has traveled to many places with her group members to present at the American Educational Research Association Conference for two consecutive years. She has also played a huge part in educating the community using group work with the Young People's Project, which use math literacy to create young leaders. Jaqui was a student of Mrs. Rainge- Briggs', Mrs. Moran-Martinez's, and Ms. Castillo's. Thanks to these teachers she has learned that curriculum doesn't have to be complicated and that students deserve a positive education system that revolves around

the students instead of above them. Jaqui was a student that greatly benefited from the ways of teaching by those teachers and many more from Manual Arts High School.

Katie Rainge-Briggs:

Katie Rainge-Briggs is in her tenth year teaching Social Studies and seven year at Manual Arts High School. She has taught a variety of Social Studies courses, from Advanced Placement Government to World History. She was the co-lead teacher for the small learning community, the Academy of Business, Education, Specialized Arts, and Technology, for two years during which she created and led professional development for staff members and helped create the Single Plan for Student Achievement. In 2009, Katie applied for a Teacher Innovation Grant, alongside Tony Terry, and together they created an 8-week Community Asset Mapping curriculum to integrate within the yearlong World History / Geography 10th grade program. Furthering her commitment to help young people claim their academic voice, she works with UCLA's Council of Youth Research and has coached students in presenting to several policy-making bodies, including Mayor Antonio Villaraigosa. As Manual Arts transitioned from Local District management into the Innovation Division, Katie served on the transition team to help set the stage for MLA and WestEd to become effective non-profit managers of our school site. As UTLA representative at Manual Arts High School during the 2009-10 academic year, Katie co-chaired the School Decision Making council and supported teachers with mediation and professional development. Additionally, Katie has mentored student teachers in the USC and UCLA teacher preparation programs. Katie's current work thru the two year UCLA TIIP grant is engaging youth in critical action research, examining and transforming their own communities through an innovative curriculum that combines the use of GIS mapping technologies, web 2.0 and film media, and a critical and participatory understanding of public policy.

Aleyda Moran-Martinez:

Aleyda N. Moran-Martinez immigrated to the United States when she was seven years old from her home country, Guatemala. She is a product of dedicated teachers in the Los Angeles Unified School District. As a high school student at Manual Arts, she actively participated in activities that allowed her to explore and influence her community in positive ways. One of the most valuable experiences was her internship at Communities for a Better Environment (CBE) where she supported the efforts against the construction of a power plant that would disproportionately harm the environment and residents in the inner city. Aleyda then successfully graduated with Bachelor's degree in Sociology with a minor in Education from UCLA. During her college years, she mentored first generation college students as she volunteered with the UCLA Center for Community Programs. In addition to her volunteer efforts, Aleyda worked for the Labor Occupational Safety and Health Program (UCLA-LOSH), a nationally recognized center promoting safe workplaces through teaching and education, research, and policy advocacy. Her work with UCLA-LOSH led her to conduct local and state-wide awareness of young worker rights and safety in the job along with developing and implementing professional development for educators and community advocates. For three years, she supported in the creation, implementation, and evaluation of state wide young worker leadership academies that centered around an intense interactive learning environment for various youth groups that then carried out multiple educational awareness campaigns for their respective communities. Aleyda left her position as Youth Project Coordinator after six years when starting her Education Master's

Program at the UCLA Teacher Education Program. Throughout her master's work, Aleyda co-taught and worked closely with her guiding teachers at Manual Arts High School in developing and implementing innovative curriculum that respects both students and the community. After receiving her Master's degree, she then joined the Manual Arts community and has been teaching for three years and has experience teaching all Social Science courses with an emphasis on Entrepreneurship Economics. Aleyda transitioned into the small learning community (SLC) teacher leadership position, along with Ms. Cynthia Castillo, for the Business, Education, Applied Science, and Technology (BEST) SLC where they collaborated and conducted professional development, community building, and SLC development for students and teachers. In addition, Cynthia, Katie, and Aleyda collaborated extensively to develop the entrepreneurship classes as certified entrepreneur educators from the Network for Teaching Entrepreneurship (NFTE) nation program.

Enrique Romero:

Enrique "Cookie" Romero has lived all his life in South Central Los Angeles and is a graduate of Manual Arts High School. In his junior year he got involved in a student-led and organized club called Taking Action. One of the club's initiatives was the Community Rights Campaign. The goal of the campaign was take action to reform communities that suffered under the line of poverty. Enrique was took an active leadership role for two years exploring the different levels or organizing and community policy development. He then graduated from Manual in 2010 and started attending the Santa Monica Community College where he is currently working on his course work to transfer to a university that will set a foundation for medical school. Enrique is the co-founder of South Central Natives Creating Change (SNCC) a youth coalition who advocates for educational reform in schools. In addition, Enrique has been an active member and key partner of the Responsible Indigenous Social Entrepreneurship (RISE) school plan bridging his community outreach experience and youth voices.

Collective Experience:

Our design team has extensive experience working with students in the Freshman Preparatory Academy (FPA) and the Tenth Grade Academy at Manual Arts during the 2010-11 academic school year, there were many innovative project based curricula that showed gains in student achievement, particularly in math where the entire 9th grade math department adopted the use of the Algebra Project curriculum. The FPA also instituted a Social Studies elective entitled Community Action Research where students developed inquiry based and asset-mapping projects centered on community issues and created auto-ethnographically researched documentaries. Students shared the knowledge gathered and posed solutions in a public forum where teachers, administrators, and fellow peers were able to dialogue further into these important issues. The entire 9th grade English department taught multiple units that had students examining the use of media and its role in shaping their thinking. All of these project-based experiences helped to engage these students in critical inquiry, literacy development, and helped to raise student test scores. This plan will continue to build and refine these project-based practices at the Augustus Hawkins campus.

Community Partners:

In addition to our collective experience as educators, parents, and students, RISE has specific partners that will help shape and develop a stronger educational experience for RISE students. Please note community partners section B5c Key Community Partners.

4. Informational Summary

See attached appendix RISE Informational Summary in Spanish and English.

B. Instructional Plan

B-1. Curriculum and Instruction

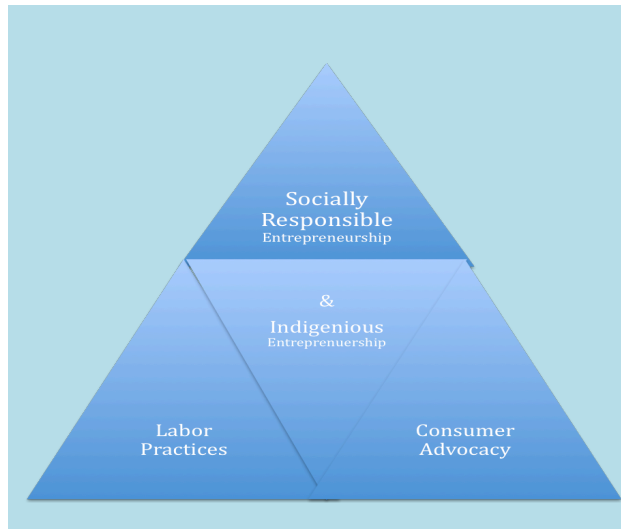
a. Instructional Program

RISE is modeled after The Master of Business (MBA) Program at Mill’s Lorry I. Lokey Graduate School of Business whose mission is to create an ethical and socially responsible group of organizational leaders who have both a strong business knowledge and drive to positively impact the society and environment (<http://www.mills.edu/mba/>). At RISE we will work toward utilizing the prior knowledge and experience of indigenous entrepreneurship that our students bring to the classroom and mirror Mill’s MBA program by adding academic rigor and exposing our students to different experiences and perspectives on business.

Our goal is to create the future entrepreneurs who embody social responsible business practices by advocating and exemplifying just and innovative businesses starting in South Central Los Angeles. Furthermore, the “socially responsible” component of RISE is strengthened through fair labor practices and consumer advocacy (note the interconnection outlined in the RISE Empowerment Triangle model below). 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 and build their community’s economy, 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 positive economic change.

RISE Core Thematic Foundation:

RISE Empowerment Triangle



RISE Empowerment Triangle:

Indigenous Entrepreneurship is the strong belief that South Central Los Angeles holds powerful examples of indigenous (local) business practices that can be replicated and reinvented. Socially Responsible Entrepreneurship studies local community business practices through an ethical lens that seeks to create profitable businesses that can be positive assets that improve and empower the community. These businesses meet consumer needs and at the same time create powerful opportunities to improve the daily lives of its community. Advocacy speaks to our strong belief in promoting the welfare of the community who play multiple roles in the economic market. One of the roles is as consumer. Therefore, Consumer Advocacy is an essential part of a successful business that is, the necessity for the repeat customer. Our school will foster the philosophy that a happy consumer is a consistent consumer, thus our students will keep their consumers’ interest in the forefront when developing their entrepreneurial skills. By learning about consumer rights, and agencies that support consumer rights, and avenues in which consumers may have their concerns heard and advocated for. The other role that we will focus on is workers. Thus, we advocate for fair labor practices. Our students will work with programs such as UCLA - LOSH to become educated on safe labor practices, as well as worker’s rights. This will transform our students into educators of these practices within their school, community, and personal business. Our school holds a strong belief that nationwide we need to reevaluate business practices that do not cater or recognize the humane and fair aspect of business.

RISE Core Underlying Theory:

Linked Learning: “Linked Learning transforms students’ high school experience by bringing together strong academics, demanding career and technical education, and real-world experience to help students gain an advantage in high school, postsecondary education, and careers” (ConnectEd). We will provide the four core components of Linked Learning, as specified by Connect Ed:

1) Challenging academic component

Prepare students for success—without remediation—in postsecondary programs. Pathways complement traditional learning with project-based instruction that links to real-world

applications.

2) Demanding technical component

Deliver concrete knowledge and skills through a cluster of three or more technical courses.

3) Work-based learning component

Offer opportunities to learn through real-world experiences that enhance classroom instruction.

4) Support services

Include counseling and transportation as well as additional instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.

To ensure successful application of the four core components of Linked Learning we will work with ConnectEd California for curriculum planning and secure the support of Erica Hamilton to coach us through this professional development.

Universal Design for Learning (UDL): 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).

Possible Career Trajectories/Multiple Pathways/Linked Learning for RISE may include:

Health and Safety	Non-profit	Product Development	Advertising/Public Relations
Industrial Hygienist Workplace Therapy Workplace Health & Safety Coordinator	Marketing Fundraising Grant writing Event Coordinator Publications Internship Planner	Product Design Product Management Innovative Design Green Design	Media Planner Illustrator Designer Production Public Relations Account Executive
Market Research	Real State	Financial Planning	Consulting
Business Intelligence Competitive Intelligence	Agent/Broker Commercial Broker Appraiser Property Management Investment Banking Construction Management	Personal Financial Planner Wealth Management Portfolio Management Investment Advisory Quant Analyst Trader Certified Public Accountant	Government Health Care Credit/Rating Analyst Budget Analyst

(<http://career-careinbusiness.com>)

Graduates of the Responsible Indigenous Social Entrepreneurship (RISE) School will leave our campus having gone through a rigorous educational experience that provided them with the intellectual tools to understand the complexities of issues facing the local and global economy. They will have participated in projects that helped them analyze and practice their role in the local and global economic setting and will have gained invaluable technical skill sets applicable to both successful college and/or career paths. Hands-on experience in mapping their community's economic development to graduating with a formal business plan will enhance students' communication skills and expose them to a range of occupational opportunities. RISE graduates will be proficient in reading, writing, speaking, and communication skills, as well as the work habits, confidence, and civic mindedness to use their knowledge to transform their own education

path and community's responsible economic development for themselves and generations to come.

RISE Instructional Framework:

The entire RISE team believes that the Los Angeles' South Central community deserves a powerful school that is committed to creating rigorous and empowering learning experiences for ALL students and one that is tailored to this specific community. Through our interwoven collaboration, we will meet the needs of the community surrounding Hoover and 60th and elevate the expectations of what a learning center can be.

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 RISE 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 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).

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 socially responsible indigenous entrepreneurship and consumer and labor advocacy, RISE will collaborate with the entire SCA team to frame our instructional program with Project-Based Learning, Participatory Action Research, 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.

Instructional Strategies for Success:

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, RISE will use UBD in department and grade-alike 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.

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 RISE 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 RISE 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.

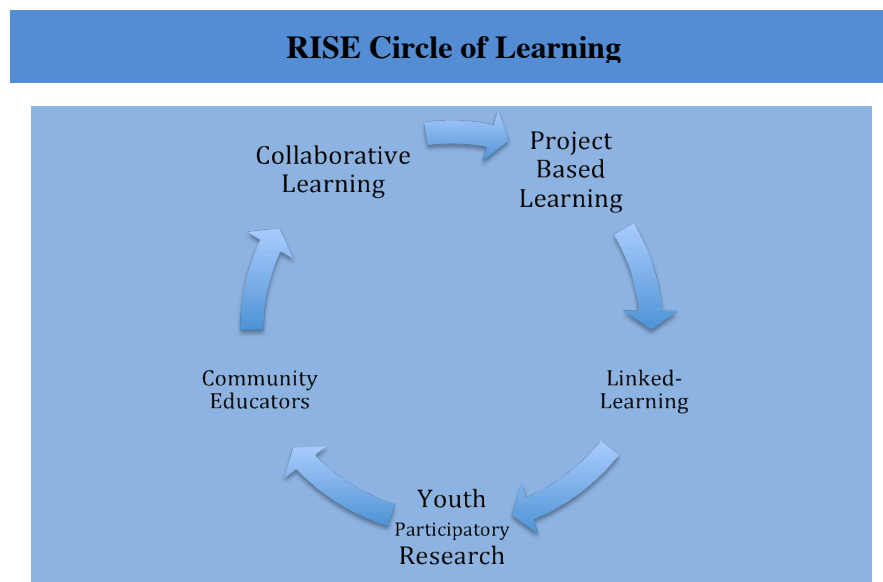
Rubrics— Rubrics and academic expectations will be articulated and enforced in every classroom. In every classroom, student work will be posted with rubrics attached to demonstrate for students and parents, the academic expectations of various tasks and assignments. Rubrics will also facilitate the common 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- RISE 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 RISE, 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.

b. Core Academic Curriculum

RISE 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. This is drawn from the understanding that we have community cultural wealth (Yosso, 2005) that empowers students to capitalize both academically and socially. The School of Socially Responsible and Indigenous Entrepreneurship seeks to augment native or local practices of small business ventures, such as the mother that provides childcare to the street vendor selling hot dogs to indigenous financing practices where a group of women enter into a loaning cooperative. By scaffolding indigenous entrepreneurial practices we will introduce a curriculum that is designed to express the interconnection of socially responsible, indigenous entrepreneurship, and advocacy with a specific focus consumer and advocacy (also known as RISE's Empowerment Triangle). We will align our core curricular course work with common themes about socially responsible entrepreneurship, consumer advocacy, and labor practices. Every unit plan will reflect the subject area standards and the unit's connection to our themes outlined in the RISE's Empowerment Triangle model (see section B-1a. Instructional Program). We will use the curriculum autonomy to further personalize instruction to further meet the needs of our students and authentically embed our focus of responsible indigenous social entrepreneurship and safe labor and consumer advocacy.



RISE's Circle of Learning:

Our curriculum will be delivered via an innovative instructional model that fosters high levels of student engagement and ownership in the learning process through interdisciplinary connectedness, collaborative student work, problem solving, and reflective practices. The RISE education community will foster the following practices to support the RISE student community to master content knowledge: Youth Participatory Research (YPAR), Project-Based Learning Model,

Linked Learning, Community Educators, and Collaborative Learning. Each practice reinforces both acquisition of content and skills, but also embeds a process where students' prior knowledge is valuable and new levels of knowledge and experience are achieved.

Youth Participatory Research (YPAR) is the collective investigation of a problem or need; the reliance on indigenous knowledge to better understand that problem/ need; the desire to take individual and/or collective action to deal with the stated problem/ need (Morell, 2007). Students will become researchers of their communities' market and social needs with the goal of creating products/ services/ solutions that are sustainable, innovative and realistic solutions for their community. Member of RISE, Mrs. Katie Rainge-Briggs has been actively engaged in this form of research as she has taken four cohorts of students through this process with her YPAR (Youth Participatory Research) work where students have explored different forms of research and have gathered and analyzed their own research which has been locally exposed to educational and city officials and nationally exposed in conferences, such as the American Education Research Association (AERA). This is a great opportunity for youth to create and explore the role of "researcher" validating that indigenous grown and led research has value and can bring about positive change through developing indigenous (home-grown) solutions. Morell states, "...youth, and especially youth from low-income communities, are seldom engaged as potential knowledge producers. YPAR is an approach to research for action and change that conceptualizes youth as legitimate and essential collaborators. In addition, positioning youth as researchers offers important and unique insights into some of our most serious social ills that disproportionately affect young people; ills such as gang violence, suicide, and educational injustice" (Morell, 2007).

Project-Based Learning models that are kinesthetic collaborative foster knowledge building, require self-regulation, assessment, personalization and individualization. By promoting personalization, students will be given an opportunity for choice and the identification of relevancy to themselves. Individualization would allow students to work at their own pace and according to their particular learning needs. These elements have "...a strong base of prior research linking it to positive outcomes for students in terms of development of 21st century skills."(Ravitz, Hixson, English, and Mergendoller, 2011)

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).

Community Educators are prepared students who address a need and utilize student prior knowledge and mastery of new specific knowledge and share it through interactive methods. Our

students essentially become educators in their own community as seen in the Young Worker Leadership Academies sponsored every year by the UCLA Labor Occupational Safety and Health Program (LOSH) and Labor Occupational Health Program (LOHP) where groups of students from different areas participate in an intensive hands on leadership academies. The academies develop youth leaders that have the skills and knowledge to then create and manage educational campaigns spreading awareness of young worker rights and safety (Bush, Frischman, Moran 200_). RISE students will apply this peer education and leadership approach in their community. Our students will further this model by modeling the Esperanza Community Housing Corporation’s “Esperanza Salud,” where a cohort of community members will learn about community issues and then develop educational programs (www.esperanzacommunityhousing.org). The project-based learning will resemble this community educator model by providing opportunities for our students to create, plan, manage, and reevaluate educational campaigns that inform and thus empower their peers and wider community on various issues around socially responsible and indigenous entrepreneurship and advocacy such as how to distinguish between a fair loan or predatory loan. RISE seeks to further the student experience by also bridging different communities through the development and hosting of youth driven leadership academies where groups of youth gather and exchange knowledge and build on each others’ innovative entrepreneurship strategies (www.youngworkers.org). Member of RISE, Mrs. Aleyda Moran-Martinez, has had three years of experience in implementation and evaluation of peer education and youth leadership models in her role as Youth Program Coordinator for UCLA-LOSH.

Collaborative Learning fosters a transformative classroom experience that is rooted in critical pedagogy, which empowers students (Duncan-Andrade & Morrell, 2008). A classroom that utilizes collaborative learning

1. Helps build a caring, and mutually respectful classroom environment
2. Prevents putdowns, stereotyping or prejudice
3. All students become intellectual resources to the class
4. Builds trusting relationships with and among students
5. Values multi-abilities

(<http://equityandaccess.info/elements/elements.htm>).

Responsible Indigenous Social Entrepreneurship Themes* and Courses

*Refer to B-1a. Instructional Program to see RISE Empowerment Triangle

9th Grade	10th Grade	11th Grade	12th Grade
Essential Questions:			
The courage to dream.	The courage to advocate.	The courage to collaborate.	The courage to serve.
Who am I? What are my assets (based on community cultural wealth)?	What are the roots of economic development?	What is my socially responsible role in economic development?	How do we transform microeconomics as local and global agents?

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, and community partnerships teachers will be paired up with University Instructors and city business leaders to augment our electives and core content curriculum to further embed the key concepts and core frameworks of economics and entrepreneurship. In addition, our partners will be incorporated in the classroom setting as guest lectures, as facilitators, and as mentors.

Grade 9 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
English 9	Spanish
Algebra I	Art
Intervention/Accelerated Math or English Course based on Diagnostic Results	Social Studies Elective (Community inquiry and market analysis)
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 Business (Means of Production & Industrial Development)
Geometry	Biology

Grade 11 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
Amer. Literature	U.S. History
Spanish	Art
Algebra 2	Chemistry

Grade 12 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
AP Econ/Govt.	Statistics
Composition/Lit.	Spanish for the Business World
Trigonometry/Pre-calculus	LAVA or community college course
Internships in Business	Business Plan Writing and

Entrepreneurship/ROP	Roots of Labor Advocacy & Consumer Advocacy
----------------------	--

	Implementation
--	----------------

RISE 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:

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

- Math classes are often gatekeeper classes, which prevent students from acquiring further skills and credits, RISE is engaging students in math by using a project based curriculum called the Algebra Project & the Geometry Project.
- Also, by using an engaging math program that is project based it furthers the collaborative and innovative culture required to develop a socially responsible and sustainable business.
- Business math will also be employed as a thematic thread in all our math courses to ensure our students create sound financial reports for their business plan. It will also become a tool for vertical integration.
- The knowledge and use of statistics is integral to the market analysis required to complete the business plan all RISE students will have upon graduation. 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 market trends. 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 RISE 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. This course will also use similar lexicon found in Math and English courses.

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.
- We will work with CHAS to offer upper level Spanish that 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.¹ 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.

Math/Reading Intervention:

- These courses will be used to reinforce foundational reading and math skills 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 (ALEKS, Achieve 3000, Khan Academy, and Rev Prep) and incorporate them into the core classes (for highly impacted classes) and utilize them in intervention classes referenced in the schedule above.

¹ <http://www.laalmanac.com/LA/la10.htm>

Physical Education:

- The P.E. classes at RISE will be directly linked to our overall curriculum focusing on community health advocacy. P.E. instructors will connect their course objectives to Habits of Mind. 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:

- Art as a form of advocacy, sales and planning/design. Art will be a tool to further engage students in the development of their business plans and stewards (or labor and consumer advocates)

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.

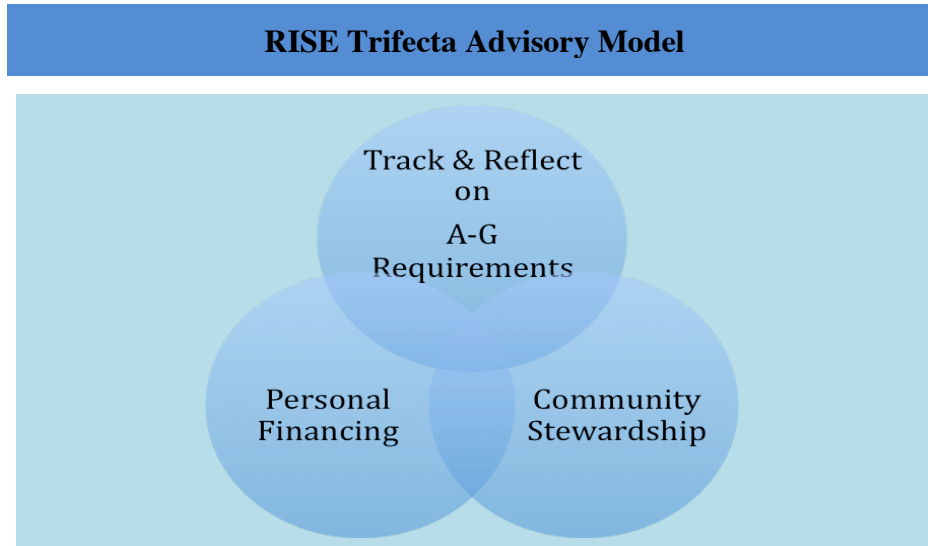
Entrepreneurship/ROP:

- These courses offer the time and support for students to cultivate their business plans and gain innovative skills necessary to create, design and implement a formal business.

Internships:

- 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 businesses 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. RISE internships, professional mentoring and job shadowing.

Advisory:



RISE Trifecta Advisory Model:

The unique focus on personalization is what drives the program. (Linda Darling-Hammond) Our learning themes are building blocks that add to students' academic, personal development and career skills each year. Advisories will feature a three part curriculum where students track and reflect on their A-G requirements, personal financing, and community stewardship. As well as the following break down

- 9th grade: "Organization and Relationships" activities help students understand their learning style, how they relate to teachers and peers, and how to respect differences. As well as basic principles of personal finance.
- 10th grade: "Communication and Leadership" activities help develop skills in problem solving, listening and conflict resolution. As well as, personal A-G credits tracking and planning.
- 11th grade: "Career Exploration" allows for study and different career opportunities to best apply for internships, and scholarships. As well as, personal A-G credits tracking and planning.
- 12th grade: "College Preparation" focuses on transitioning from high school to post-secondary education opportunities
- Stewardship: Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts and the organization of financial and community workshops at least twice a year.

Other ideas to embed in curriculum:

1. Use of quantitative and qualitative data to inform decision-making
2. Certification on Work Place Health and Safety

3. Mapping software (data collection)
4. Graduates of the Network for Teaching Entrepreneurship
5. Web design
6. Business Plan

As a member of the SCA team, RISE believes that the Los Angeles' South Central community deserves a powerful comprehensive learning center that is committed to creating rigorous and empowering learning experiences for ALL students and one that is tailored to this specific community. We will meet the needs of the community surrounding Hoover and 60th and elevate the expectations of what an educational campus can be.

Responsible Indigenous Social Entrepreneurship (RISE) 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

WASC Initial Visit Process

During August of 2012 the School Leadership 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 a 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 School Leadership Council and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit ASAP.

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).

RISE design team member, Ms. Cynthia Castillo's experience in a successful WASC process will be instrumental in our RISE 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 and standard English language 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 (timely feedback based on continual data monitoring analysis), RISE 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.

Utilizing school-wide feedback systems, we will balance personalized interactions built on student teacher relationships with innovative 21st century communication technologies that many of our students are already immersed in. This approach will provide continual and timely feedback that empowers students to master content, self assess, and respond to their own individual academic needs. Our approaches to addressing the needs of all learners involves students and parents/caregivers in the goal of improving students' success through engagement, assessment, ownership, and empowerment throughout their entire RISE experience.

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 collaboration in curriculum planning.

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.

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 structure 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 RISE. Different from traditional graduation plans, or special education IEPs, RISE'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 RISE (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 RISE will pursue an 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 RISE 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 RISE 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. RISE 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, RISE 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. RISE is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. RISE 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 student's choice within the curriculum. RISE 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 RISE will implore 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 RISE professional development.

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

EL students are one of our largest and fastest growing populations that remain underserved. Although there are many types of language learners that 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. RISE 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, RISE 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, RISE 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/SIOP
- 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)
- 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 Language Learners during morning lab. In addition, this teacher will facilitate CELDT testing, and monitor the progress of non-reclassified students identified for the Response to Intervention process.
- Individualized Learning Plan will include reclassification goals (CELDT annual testing) set with the student, his/her advisor and the student's parent/guardian.
- 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. RISE 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

RISE is a member of the community of schools called the Augustus Hawkins Schools for Community Action campus. That facilitates a concertize effort for vertical articulation where a seamless transition from middle school to high school can be achieved through collaboration by

multiple grade educators, community partners, parents, and staff. All our campuses, including RISE know that adaptation to a new environment is important in developing a safe learning environment that fosters learning. RISE will create a smooth transition for incoming students by focusing on the following strategies: Summer Bridge programs, Student/Parent Community Forums, Building on a Common Language and Foundation, and Hosting and Planning Community Events.

Student/Parent Community Forums:

The Augustus Hawkins Schools for Community Action (SCA) sister schools will develop a summer bridge program in collaboration with feeder school(s). 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 themes from the Augustus Hawkins campus. RISE educators will develop lessons that will articulate student's connection to indigenous business and their role in consumer and worker advocacy. The goal will be that students articulate that they are consumers, at some point will experience being workers, have the potential and experience in entrepreneurship, and need to be advocates is all levels and stages of their lives. Advocacy includes personal advocacy for their education and wider advocacy for their community. The summer bridge program will also provide an opportunity for students to begin establishing relationships with potential future teachers and administrators because it 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. Yosso's research on inner city students delineates the importance of having different forms of capital for students to succeed (Yosso 2005). The summer bridge program will provide the start to building what Yosso's labels "Social Capital" where family, educators, and peers collectively support students to overcome challenges and succeed academically. Our students will also have a physical awareness of their campus as they explore through scavenger hunts as part of the summer bridge program.

Student/Parent Community Forums:

In addition to the summer bridge program, in depth interactive workshops will be hosted on the Augustus Hawkins Schools for Community Action (SCA) campus by all community schools co-led and co-organized by both educators and students from all the sister schools. This will be an interactive opportunity where both adults and youth go to single and mixed workshops facilitated by students and educators. As stated in RISE's Circle of Education, Peer Education and youth leadership will be applied on this session where students apply their knowledge and planning skills as well as facilitation skills to smooth the transition for both incoming students and parents. Innovation and excellence is one SCA value that these community forums will maximize choices for students with knowledge of the different courses and school themes as well as out of classroom support. Also, parents will be informed of and trained on how the SCA community of schools will use a web based student information system that also furthers support for student movement throughout all of our schools. In conclusion, the summer bridge program in collaboration with interactive workshop orientations for both students and parents will provide specific guidance and experience for both students and parents.

Building on a Common Education Language and Foundation:

The Responsible and Indigenous School of Entrepreneurship (RISE) will use thinking maps and other graphic organizers, as well as language that the middle school and elementary schools used.

Our teachers are able to scaffold on students' prior knowledge by using familiar (to the students) learning tools. For example, 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, both our RISE educators and students will be familiar with thinking maps and continue using them to explore new and more complex content. Incoming RISE students will come with a foundation from their prior education experience in elementary followed by middle school that cannot be ignored. As RISE educators 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. As part of the SCA community of schools, RISE 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:

As one of the community schools within SCA, RISE holds the value of Community Collaboration as key to helping facilitate a smooth transition to our campus for both incoming students and their families. RISE's Cycle of Learning denotes how our 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. Therefore, RISE along with our SCA sister schools, will shape a safe and accessible campus that incoming students and wider community have already experienced multiple times. For example, RISE students will host family friendly workshops and forums around personal financing or new technology available for local business owners in the community. 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 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 Timeline for the Augustus Hawkins campus

Student Placement for the Augustus Hawkins Schools for Community Action		
Timeline	Activity	Persons Responsible
May 2012	Create informational packet for the Schools for Community Action, 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	Design team members

	<p>same quality of education, but will offer a different theme.</p> <ul style="list-style-type: none"> • Presentations will take place at Muir Middle School (feeder school), Manual Arts High School (relieving school) and at Schools for Community Action sponsored community meeting at the 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 and families have access to information.</p>	
May 2012	Outreach to those who cannot attend community meetings through community walks and mailings.	Design team members
June 2012	Collect all 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 Schools for Community Action 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

RISE 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 small schools (See Section B-7.b. Leadership Team).
- Special education clerk shared among the Schools for Community Action 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 RISE 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 RISE 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 (PD)

a. Professional Culture

Establishing Community:

RISE strongly supports a teacher-driven collaborative professional culture that resembles the classroom and wider school. We hold educators, administration, students and wider SCA community accountable for building a campus environment that fosters quality education through community building. As a sister school of SCA, RISE will be a campus committed to fostering a shared vision for all the RISE community. In order to create a professional culture, RISE will spend many hours building a sense of community through community building activities and professional development where teachers actively engage in the discovery and building of professional relationships. This process guarantees an understanding of common commitment and shared experience where a collective of educators are not only working together, but forming support systems. Given the challenges of running a new school, this community building will insure that just as RISE students are building what Yosso calls “Social Capital” for overcoming various challenges, so are educators and wider SCA community ensuring a relationship-building culture with their fellow peers (Yosso 2005).

Learning Forward:

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 with the contribution of 40 professional associations and

education organizations (<http://www.learningforward.org/standards/index.cfm>). Professional learning that increases educator effectiveness and results for all students:

- a) Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment
- b) Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- c) Requires prioritizing, monitoring, and coordinating resources for educator learning
- d) Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- e) Integrates theories, research, and models of human learning to achieve its intended outcomes
- f) Applies research on change and sustains support for implementation of professional learning for long term change
- g) Aligns its outcomes with educator performance and student curriculum standards

Indigenous Professional Development:

The Responsible Indigenous Social Entrepreneurship (RISE) school will create professional developments (PD) to ensure that our school has a culture of teaching and learning. Being a professional implies the willingness to partake in ongoing education and being open to consistent improvement of practice. RISE team members, Mrs. Katie Rainge-Briggs, Ms. Cynthia Castillo, and Mrs. Aleyda Moran-Martinez have a collective of sixteen years of experience in which they have never ceased to extend their education as professionals by participating in and planning and leading professional developments with and for their peers. Therefore, RISE educators will be active members of their own education by bringing their diverse skills and creating “indigenous” professional development. This means that a substantial proportion of professional development will be planned and led by the RISE community educators for the RISE community of educators.

Community of Learners and Peer Observation:

The celebration of our work will create a safe place to also critique our practices and identify needs for improvement without feeling attacked. As a community of learners we will incorporate peer observations. This constructive criticism will be peer driven and consciously intended to support educators in their teaching practice. After peer observations both peers will have experienced a true exchange of teaching practices where the experience leads to a positive productive outcome. For example, an English teacher observing a history teacher whose students are working in groups to complete different tasks and after provides a written assessment. The English teacher might have specific writing strategies to share with the history teacher given their experience in teaching students how to write. Simultaneously, the English teacher has observed an interactive lesson that they can model based on their observation or simply know the content that is being covered can be extended as a topic for reference in his/her classes. This experience

extends to shared planning and future collaboration. This is a true exchange that helps both educators provide a stronger education experience for their students.

RISE as a SCA Sister School Alignment:

At the foundation, the professional culture will be informed by the SCA core values: Student Centered, Collaboration with the Community, Innovation & Excellence, Social Justice, and Sustainability. These core values will drive everything on campus, most of all the professional culture. Staff recruitment will begin with a commitment to these core values. A rigorous staff screening and selection will look to place only the most committed educators in front of 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.

RISE teachers must embody the school's mission to nurture, empower and inspire the future social workers and community health advocates of South Central. Through curriculum, personalization and commitment to learn, RISE teachers will help realize our vision to 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 Professional Learning Communities, our teachers will strengthen the instructional program by: 1) contributing to 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. 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.

In order to implement the long-term initiatives necessary for true reform, the school needs to transform into 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).

To develop internal accountability, we all need to agree on communal and individual responsibilities, along with well-defined measures of success (Elmore, 2005). 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. 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 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 can be grouped into smaller cohorts, and these teachers with shared students can 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 RISE 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:

We will base our Professional Development topics on teacher reflections, the RISE's Trifecta Empowerment Model, and the RISE Circle of Learning (refer to B-1. Curriculum Instruction), and Habits of Mind and Habits of Work. As a result, our professional developments support teachers creating lesson plans that employ an adaptive pedagogical model while infusing the school's theme. Professional development at RISE will purposely create a school-wide standard-setting. As well as facilitate shared public assessment strategies and convey valued ideals in a concrete way. It is our objective to provide a professional collective to celebrate student and teacher work through professional development.

All RISE teachers will have professional development, reflection, application and support on RISE's Cycle of Learning:

- Youth Participatory Research

- Community Educators
- Collaborative Learning
- Linked Learning
- Project Based Learning

All teachers will have professional reflection to specifically support the below ELL, SPED, and GED teaching practices:

- Word walls/vocabulary cards/pictures
- Cognates
- Choral reading
- Guided reading
- Quick-writes
- Sentence frames (I think that these are key for all students)
- Mind maps/graphic organizers (in every form)
- Text to self, text to world, text to self
- Metacognition (think a louds)
- Prediction
- Pair/share

Effective PD at our school will be embedded in teachers' daily work – continuous, collaborative, and focused on student learning (Elmore, 2004; Sagor, 2000). Being job-embedded, PD becomes a habit. Our school, as a learning system, will reward 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 with the contribution of 40 professional associations and education organizations (<http://www.learningforward.org/standards/index.cfm>). Professional learning that increases educator effectiveness and results for all students:

- h) occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment
- i) requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- j) requires prioritizing, monitoring, and coordinating resources for educator learning
- k) uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- l) integrates theories, research, and models of human learning to achieve its intended outcomes

- m) applies research on change and sustains support for implementation of professional learning for long term change
- n) aligns its outcomes with educator performance and student curriculum standards

Partnership with WestEd

The Augustus Hawkins Schools for Community Action (SCA) will partner with West Ed to collaborate around the development of specific PD needs. More importantly, 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 include:

- 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.
- Universal Design for Learning to create inclusive learning environments for all subgroups, including English Learners and students with disabilities.
- 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, RISE will utilize the autonomy afforded to small schools around 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. They will be empowered to direct their growth, 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 small schools Commitment-to-Work Agreement will provide RISE 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, RISE 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 RISE 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 RISE 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 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, RISE 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.

In addition, RISE will work closely with our partners who will support curriculum development and provide specific content curricular support and expertise (see section B-5 c. Community Partnerships).

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 RISE, information regarding summer PD opportunities will immediately be shared. In addition to these summer professional developments, RISE 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 RISE instructional framework and Universal Design for Learning. This orientation will give the RISE staff an opportunity to meet and put into practice the essential collaboration which will be needed throughout the school year.

Everyone will actively explore the foundations of Project-Based Learning, Participatory Action Research, and Linked Learning. There will also be the first of ongoing trainings on creating effective fully-inclusive learning environments through UDL and on the web-based interactive data tool that we will use to provide students with timely feedback on their ongoing progress.

Complex Instruction will be incorporated throughout the orientation and also explicitly taught as an instructional strategy. Community-building exercises will help foster staff unity, communication, school identify, and build leadership capacity.

Realizing that we will have teachers who are not familiar with all of the instructional strategies introduced at this retreat, and that it takes time for teachers to become comfortable using these strategies in the classroom, preliminary assessments of our teachers during the orientation will help drive the remainder of the year's PD calendar and will also serve to inform individual professional growth plans and potential action research projects.

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.

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

RISE will use formative and summative assessments in all classes to drive the teaching and learning process. Students deserve the opportunity to relearn a concept and the identification of a student's need to relearn must be regular. By creating a regulatory process for identify students need to re-practice a content standard gives power to a student. By not finding out they need to re-practice a concept at the summative assessment point allows for re-teaching to be done before a student is labeled below basic or far below basic. These labels have created a feeling of

hopelessness and apathy for students and preventing this feeling is the goal of formative assessments. Thus, RISE will attempt to identify student’s academic needs daily. Teachers will identify a variety of tools to Assess a global tool that all core curricular classes will use are released CST questions. These questions will be used as warm-up activities or exit activities to ensure the information needed to drive an adoptive pedagogy. (Hammond, 2002) Adapting to the needs of students by identifying what key concepts are need to be re taught or practiced.

A variety of summative assessments will be used from projects, to document based assessment and standardized assessment. Yet, we will focus on authentic assessments that allow students to practice their content knowledge in real world setting. “A recent analysis of national data found that students in restructured schools where “authentic instruction” was widespread experienced greater achievement gains on conventional tests” (Lee, Smith, and Croninger, 1995).

Rise will use online programs to track student summative, weekly, and daily performance, as well as, teacher reflection on individual student progress. The following stakeholder will participate in entering and using student data: cohort teachers, and counselors. Parents and students, another set of stakeholders, will be able to view this data and comments on student progress. This will also ensure that all stakeholders will be able to see immediate feedback and participate in a dialogue to support individual student progress.

The CST, CELDT, and Periodic Assessment data will be 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.

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 RISE		
Examination	Timeline	Rationale
Pre-Assessments for English and Math	First week of school	Used to identify strengths and needs in English and Math in order to 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 & 15 th	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
Weekly Assessments	At least	Formative assessments (small projects,

	Weekly	presentations, debates, computer simulations, essays, quizzes, tests, etc.) that provide ongoing feedback on each student's understandings so that teachers can adjust to best support students as we progress
Summative Interdisciplinary Projects	Quarterly	Students synthesize their learning from multiple subjects in order to answer grade level essential questions and create possible solutions to a key issue they examined in their community
Exhibitions/Presentations	Quarterly	Authentic, student-centered assessments and celebrations used to synthesize, publically display, and highlight learning and multiple abilities. Parents and community members will be invited to these exhibitions.
Digital Product	Quarterly	Assess students' ability to preserve the essence of their projects and presentations as digital products. These products will be included in students' digital portfolios.
CA Physical Fitness Test	February to April	Required state test for the 9th grade students to measure health and fitness
California Standards Testing (CST)	March to May	Required for all students
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
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
Rite of Passage Expeditions	June	The Rites of Passage are annual rituals

		that celebrate each student's progress yearlong journey from one grade level to another. Ceremonies highlight the values and beliefs important to school culture and mission. Rites of Passage expeditions will offer students time to reflect 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 with LMUs CURES and UCLA Luskin School of Public Policy to develop our thematic, interdisciplinary, projects and expeditions. We will utilize the backwards design process: first identify the objectives for students to reach – based on our mission and vision, desired academic skills, and state content standards– and then create assessments to demonstrate those objectives.

b. Graduation Requirements

RISE as a sister school of Schools for Community Action (SCA) believes in equal access to educational opportunities within LAUSD and will welcome students to transfer into our school at all grade levels from other schools in the district. Therefore, though we will offer courses specific to college/career pathways in the fields of business, micro economics and entrepreneurship in addition to the A-G and District requirements, we will adhere to the minimum graduation requirements (230 credits). We do not want to limit students’ opportunities to graduate on time. Also, because of our project-based curriculum along with the continual data-collection of individual student achievements in their service records and portfolios, our students will graduate with resumes of accomplishments in addition to their transcripts.

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

Core Academic Curriculum (Graduation Requirements)

Courses	Credits	Requirements
English	40 Credits	4 years
Social Science	30 Credits	3 years
Science	20 Credits	3 years
World Language-Spanish	20 Credits	2 years

Visual and Performing Arts	10 Credits	1 year
Physical Education	20 Credits	2 years
Advisory*	20 Credits	4 years, 5 Credits each year

*All Advisories will feature a three part curriculum were students track and reflect on their A-G requirements; personal financing, and community stewardship.

RISE’s course offerings will further enhance students A-G learning trajectory and will be measured through the five elements in RISE’s Circle of Learning referenced in B-1b. Core Academic Curriculum. Our course offerings will match the LAUSD course offerings list and focus on the bellow skills:

- Develop solid foundation of economic course work: accounting, quantitative methods and finance.
- Develop knowledge of functional areas of business, marketing, human resources, information systems, and operations.
- Develop skills to evaluate the business environment and the skills and analytical tools useful for addressing specific business problems.

c. Data Collection and Monitoring
--

RISE will gather and analyze multiple data streams to ensure that appropriate decisions are being made with regards to school plan implementation and support for students. Data collection and monitoring will be the shared responsibility of all stakeholders and as such training and support will be provided throughout the year to ensure that leadership, staff, students, and parents all understand the importance as well as the process of using data to inform both programmatic and instructional decisions.

In this effort, RISE will collaborate with West Ed to ensure that the mission and vision of the school are at the heart of all planning, reflecting, and decision-making. West Ed will utilize an online Planning and Monitoring Tracker system, which measures metrics around S.M.A.R.T. goal development and implementation based on the school’s mission, vision, and objectives. Constant monitoring of our progress towards achieving the mission will help our school site plan community professional developments, set school wide S.M.A.R.T. goals, and inform instruction. This software will help provide specific accountabilities to all stakeholders.

West Ed will also help train the RISE community in effective data analysis. A focus on authentic data analysis will help drive instructional conversations away from deficit focused lamenting and steer them more towards innovative responses to data trends. Increasing all stakeholders’ abilities to understand and effectively use data to inform instruction will have a significant impact in our school’s ability to respond to the needs of all of our students.

Accessibility to data is crucial when involving all stakeholders in authentic collaboration in meeting the needs of all students. In addition to using the district's MyData, SIS, and ISIS servers to access data, RISE will explore platforms that allow both students and parents to access information regarding current grades, behavioral referrals, CST scores, attendance patterns, as well as any other pertinent information that can support the success of student academics. USES will explore new platforms such as Power School and Jupiter Grades that enable greater access and usability. This will in turn create a more effective communication system between parents, teachers, and students relaying the most up to date feedback to ensure that all parties have the information to support our students throughout the entire year (see B1 b.).

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture

RISE's Mantra:

Every day you will RISE to your potential; every day you will RISE to meet higher expectations.

The Responsible Indigenous Social Entrepreneurship School's (RISE) culture and climate will help students live our mantra. This mantra will come alive through the culture of collaboration, stewardship and academic habits. Every member of the community will foster the culture of collaboration, stewardship and academic habits so that we all can say we are stakeholders in this community of teachers and learners.

Collaboration is a central part to all aspects of campus life, thus creating a culture of interdependence in and out the classroom. By creating a curriculum that has group worthy tasks we create a system of norms that require a common respect for a variety of skill sets. This sets a climate in the classroom that respects all members and facilitates a philosophy of each one teach one, each one reach one; and no one is as smart as all of us. It is our belief that positive communal behavior must be taught and modeled by all members of staff from the faculty, administration, support staff, parents and students. This belief was supported by the report Redefining Dignity in Our Schools (2007-2010) when stating, "desirable behaviors must be explicitly taught and modeled to students and then continually reinforced throughout the school year."

An explicit desired behavior that RISE will teach and model are the following Habits of Mind to guide the way students, and entire school staff, approach thinking and learning.

1. Viewpoint
 - Whose point of view or opinion are we hearing? What ideas are being presented in class, in the media, in the text?
2. Evidence
 - What information, such as documents or books, is being used to purport or defend these ideas? How do we bring together more relevant information?
3. Supposition

- What happens when we think of other ways of looking or understanding this information? How could the outcomes (results, consequences) be different?
- 4. Connections
 - How do ideas within the work or assignments connect? What connections can be made between the work and other topics?
- 5. Relevance
 - How does the work relate to our lives? Why is this work or information important to us?

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. These habits, like in the case of collaboration, will translate beyond the classroom to professional developments, staff meetings and parent or community forums.

Another desired behavior RISE will model and teach are following Habits of Work to guide the way students, and entire school staff, participate in a productive and meaningful environment.

1. Punctuality
 - Be on time and on task.
2. Organization
 - Have all materials needed for class and/or work.
3. Cooperation
 - Help yourself and others learn by treating all students, teachers, staff and self with respect.
4. Participation
 - Participate fully, listen actively, stay on task, and ask thoughtful and relevant questions. When necessary "step up" or "step back."
5. Revision
 - Reread work aloud before handing it in, correct known errors, review work with another person, and be prepared to revise.

Similar to the Habits of Mind, the use of the Habits of Work across the content areas will demonstrate our commitment to fulfilling our school's mission. While our advisories will have three parts to them referred to as the Advisory Trifecta in section B1a we will use the Habits of Work & Mind while implementing the three parts of our advisory. In 9th grade we will help students take ownership of and understand the Habits of Work, while Advisories in the upper grades will be dedicated to using the Habits of Work as a natural lens for study and life.

Typical Day at Responsible Indigenous Social Entrepreneurship (RISE)

A typical day at the Responsible Indigenous Social Entrepreneurship school, from the moment a staff member, parent, student and community partner steps on campus focuses on: inclusion, recognition and exhibition. Since parents are integral to student achievement, pictures of parents and families are seen upon entering the school site. Greetings, such as "Good morning" and "Como esta?" are prevalent, among and between staff, parents and students. Visitors will see

bulletin boards that raise awareness of stewardship, the individual's responsibility to manage his/her life and property with proper regard to the rights of others. As well awareness of an array of community financial needs, labor services and small business services will be exhibited in our offices and bulletin boards. Also visible will be 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, OneLA will host financial forums to help families successfully maneuver through the loan process, 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.

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 Stewards of South Central

The mission of the Responsible Indigenous Social Entrepreneurship School (RISE) is to empower and qualify students to be transformational agents in the local and global economic world. RISE will be inseparably connect our mission to the inclusion, recognition and exhibition of student work as assets to the community to learn from. As a community, we are uniting to build the public financial educators, entrepreneurial educators, labor and consumer advocates 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 and Habits of Work

- Foster stewardship (the moral character needed to be better citizens)

b. Student Support and Success

A successful student demonstrates the skills need for mastery of all academic content knowledge. Such student expresses habits of mind and work that will support endeavors beyond high school particularly through the timely completion of college but not limited to a four-year degree. A successful student is also a steward, having a healthy regard to the management of their social and academic life while respecting and meeting the needs of the community they live and learn in. We will ensure students are successful by using a variety of techniques we call the RISE Cycle of learning outlined in section B-2. b. Core Academic Curriculum is designed to foster creativity and higher order thought amongst students with diverse cognitive abilities. The use of adaptive pedagogy (See section B-1. b. Core Academic Curriculum) is another tool that the teachers on tour design team have used and plan to bring to the Responsible Indigenous Social Entrepreneurship School.

Another method used to ensure student success, implemented amongst the design team members' that taught in the FPA, are student lead conferences. These conferences scaffold from the analytical and oral skills required in their Math, English and Social Studies classes. By asking students to articulate their current academic experiences and their academic as well as their social goals, we no longer have students act as passive participants in their educational process. We have now created active stakeholders who have identified the needs and steps to take to become powerful students. In creating these stakeholders we plan to not limit this to the general education students; this form of personal advocacy will also be taught to English language learners, and special education students. This furthers a culture of inclusion and identifies normative behavior that

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/Educators 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, the Schools for Community Action 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.

c. Social and Emotional Needs

Supplementary Programs, Activities, and Services

Based on student, teacher and community interests, extra-curricular opportunities through clubs and programs will be provided. As a school focused on community health, the Responsible Indigenous Social Entrepreneurship school (RISE) will sponsor host student-led workshops and information fairs with the support of our community and university partners.

During the week of orientation, teachers and staff will assess possible clubs and activities each will sponsor, that focus on developing student creativity and social development. 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 (with modified assembly schedules to minimize class interruptions).

RISE will use its partnership with the three other schools on the campus (The Schools for Community Action-SCA) to provide social and emotional support at different levels, giving students multiple ways to receive support, including: an Advisor, a counselor, PSW (shared by four 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 or 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, 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 for students to have breakfast and start the day ready to learn. Advisors will use the SCA Habits of Work (HOW) and Habits of Mind (HOM) as a framework for supporting students. As the each Advisory community is developed, the Advisor will facilitate discussions and activities specific to community issues, RISE's three-part advisory curriculum (RISE Advisory Trifecta), and individual goal setting.

At grade-alike meetings, the Advisor will be the liaison between student, teachers, parents/caregivers, and other advocates. The Advisor will follow the Response to Intervention Process (RTI) to schedule parent conferences and/or make necessary referrals.

Counselor

In addition to our Advisory class, RISE 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.

Programs, Services, and Resources

RISE 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.² 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 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 each of our four schools 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). Rise will also work closely with Manual Arts High School (relieving

² http://www.nctsnet.org/nctsn_assets/pdfs/CBITSfactsheet.pdf

school) and John Muir Middle School (feeder school) to identify students already receiving services.

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 groups for students to feel empowered and take the initiative to change their lives and the lives of those around them. They can include, but are not limited to, mentorship programs, violence prevention, tutoring, character building, and leadership development.

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 have 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.

As designated by their IEP, students will also receive services through Designated Instructional Services (DIS), which includes counseling by a School Psychologists

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 addendum to existing district MOUs. Our 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. We will also advocate for DCFS to provide an onsite social worker to work with students, in foster care attending our campus, including working with student 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

The transition from high school to college and career is often a difficult one for our students. Students often feel underprepared, unaware of their options, and overwhelmed by the changes. Researchers identify three primary barriers to college for low-income, minority students: poor academic preparation, navigating college enrollment, and access to financial aid (Nagaoka, et al., 2009; Oakes, et al. 2006). We intend to address these challenges by creating a network of college going and graduated alumni and community members. RISE will host regular networking mixers and forums where students may establish relationships with people who have or are going through the college experience.

Along with our college networking forums and mixers university partners have committed to sponsoring the work at RISE through university mentors; campus field-trips and tours focused on community health programs, though not limited to those programs; and college application support. 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. RISE will help facilitate 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. RISE will specifically invite colleges and universities with existing university business schools specifically those that focus on socially responsible businesses and practices.

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.

On campus we will offer multiple, core-content area electives ensure that all students have access to A-G curriculum in a variety of pathways. Students will be encouraged to dual-enroll in community college courses. This will aid in blurring the transition from high school to college and or careers pathway; thus, easing students into accepting the responsibilities of college and adult life.

We anticipate that our work with community partners and organizations as we develop our CTE strand will help us build our career-readiness path and opportunities. We will create ample opportunities for students to observe adults in their work setting, from working alongside local entrepreneurs to job shadows, mock interviews, and mock business pitches. Students will have multiple chances to imagine themselves in a future career, exploring these options both through curricular activities, and practical experiences. We often find that when students see the broader context and need for their work, they are more engaged and motivated to succeed academically.

e. School Calendar/Schedule

Bell Schedule

With an understanding that master schedules drive the instructional opportunities available to students, RISE has purposefully chosen 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, professional mentoring and job shadowing for 12th grade students.

The RISE 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 is “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 Urien, 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)

Over ten years ago, a congressional resolution to encourage 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, RISE 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, RISE 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 fit 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.

The SCA core value of Sustainability also guides the scheduling decision that places Headquarters at the start of each and every day. The consistency of this scheduling decision offers students a familial setting wherein they begin their academic day. Reflecting upon recent research on teenage brain development and teenage sleep patterns, Headquarters is designed to guide the whole student into academic arena. Students do not begin their core academic courses until 8:40 am, allowing their brains and bodies time to wake and prepare for their daily missions.

The 2 x 8 master schedule most readily implements promising programs, especially those that use technology and project based learning in order to more precisely match content to students' needs and that accelerate remediation or that do away with its need entirely. The schedule emphasizes the importance of aligning state and higher education standards to ensure that students leave high school ready to do professional and college-level work.

Bell Schedule: 2x8

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:35	Advisory	Advisory	Advisory	Advisory	Advisory
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	Lunch	Lunch	Lunch	Lunch	Lunch
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	Advisory	Advisory	Advisory	Advisory	Advisory

8:40-10:05	Period 2	Period 1	Period 2	Period 1	Period 2
10:10-11:35	Period 4	Period 3	Period 4	Period 3	Period 4
11:40-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
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

Co-teaching and Cross-curriculum Instruction:

Classes are paired for cross-curricular units / co-teaching. For example, one class of 9th graders will take English during Period 1 and Algebra during Period 2. Another class of 9th graders will take Algebra during Period 1 and English during Period 2. If the English teacher and Algebra teacher are together in one of the double labs, then they will co-teach these two classes. If they are in separate classrooms, then they will be alternating which group of students they are with from day to day, but they will still be working together toward a shared project involving both content areas.

Morning Lab (before school programs) (M-F 7-8am):

Responsible Indigenous Social Entrepreneurship (RISE) 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. Students will also be allowed to participate in open workshops that enable them time and resources for tinkering, the natural type of adventurous learning that relies on free thinking and imagination to produce that the happy accidents, discovery, and invention that drives progress and innovation.

Exploration Lab (after school programs) (M-F 3:15-5:30):

In order to service the students and community of RISE, exploration lab 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 Later 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 the school

leadership 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:

Responsible Indigenous Social Entrepreneurship (RISE) school will employ the following policies to ensure continually improved 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. RISE 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 RISE. This work is informed by our inclusion of Individualized Learning Plans as noted previously in section B-1.

Graduation:

To increase college enrollment and career readiness, we adhere to the LAUSD Graduation Requirements for the Graduating Classes (LAUSD Policy Bulletin 5186.0).

Student Behavior

RISE 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 and all stakeholders will develop positive behavior rewards for individuals and classes who meet and exceed behavior expectations. For example, RISE 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 regarding fewest tardies and highest attendance.

All too often our school's 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, RISE 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)

RISE will provide in-depth training for all stakeholders in 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 RISE 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 address 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, RISE 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, RISE 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. RISE 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

RISE 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.³ 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, 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 RISE 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.

³ <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/vermont-slauson/>

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 option 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 RISE 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 we 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 a parent support groups, consistent and open meetings.

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 additionally evidenced 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, RISE 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 RISE. We understand that, in order for our student's 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 knowledge's, discourses, and literacies that youth bring and experience in school" (Moje et al., 2004, p. 41) 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, p. 9) 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, 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.

RISE 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.⁴

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, p. 5). Therefore, a truly welcoming environment is essential at RISE. Too often, “parental involvement” simply means keeping the school open for a few extra hours a handful of times each year.

At Responsible Indigenous Social Entrepreneurship (RISE) School there are unique 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,

⁴ Center for Social Services Research University of California at Berkeley at http://cssr.berkeley.edu/ucb_childwelfare/GeoDataResult.aspx?report=ent10azip&county=19

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, yet to continue our ongoing partnership with parents, the rotating bell schedule allows parents to schedule a meeting with a teacher at any time of the day, morning, mid-day, or afternoon. 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 RISE'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. RISE will specifically invite colleges and universities with existing social work and community health majors.

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

c. Key Community Partnerships:

There will be various partners that will provide multiple levels of support. The Schools for Community Action Augustus Hawkins campus will foster and implement cross-campus partnerships and each sister school has specific partnerships given the content and specific schools goals.

Key curriculum partners will support on an ongoing basis for the first five years as we develop, adapt, and transform curriculum to best support RISE students. In addition, since RISE mirrors MBA programs that focus on socially responsible entrepreneurship our university partners will provide mentorship support and supplement our curriculum and add rigor to our courses. Other community partners will enhance RISE student experience of content through specific field trips, participation of workshops, internships, community explorations and mentorship programs from both college students and local entrepreneurs.

RISE educators will take key leads bridging connections with other educators. In addition, these key educators along with administrative team will maintain healthy relationships, evaluate yearly, and identify new potential partners that can augment the RISE student experience. In order to track and evaluate partnerships RISE will utilize the SCA Partnership Evaluation Tool (See attachment SCA Partnership Evaluation Tool) that delineates type of partnership and how it furthers the SCA values in which all SCA sister schools were founded.

RISE University Partnerships

University Partnerships	Partnership Description
Mills Lorry I. Lokey Graduate School of Business	Mill’s MBA program college professor will provide advice and academic resources/curriculum that will be adapted for high school students. In addition, RISE mirrors Mill’s social entrepreneurship focus and will provide electives that resemble the Mills’s MBA program.
UCLA Labor Occupational Safety and Health Program (UCLA-	UCLA-LOSH will provide educational training on workplace health and safety and certify our students as Workplace Health and

LOSH)	Safety Educators. In addition, we will incorporate UCLA-LOSH curriculum to address the “social responsibility” focus when developing an ethical business with an ethical workplace health and safety foundation.
UC Berkeley Labor Occupational Health Program (LOHP)	UC Berkeley LOHP will provide hand-on interactive curriculum on workplace health and safety. In addition, RISE students will model the Young Worker Leadership Academies curriculum co-written with UCLA-LOSH that empowers youth to be leaders and advocates for safe labor practices.
UCLA Labor Center	UCLA Labor Center will provide space and educational workshop opportunities for students to actively participate in learning about local worker campaigns. Our students will also have an opportunity to work with college students who volunteer or intern in labor center to further provide an ethical business perspective and take it to the policy level.
USC Marshall School of Business	USC Marshall school will provide an opportunity for RISE students to experience a university business program through actual campus visits and experience working with MBA college students.
USC Center for Active Learning in International Studies (CALIS)	CALIS is under the USC College of Letters, Arts, and Sciences with a mission to bridge USC and community by providing university research and theories professional development and resources for educators. RISE educators will apply these analytical frameworks in classrooms. In addition, RISE students will work with USC students from the Teaching International Relations Program (TIRP) ran by CALIS as they explore topics such as trade and ethics.
UCLA Anderson School of Business	UCLA Anderson School of Business will provide an opportunity for RISE students to experience a university business program through actual campus visits and experience working with MBA college students.
USC School of Theater	Professor Brent Blair and USC students of theater will create interactive workshops for community-building and access to entrepreneurship concepts through a hands on theater performance curriculum. This curriculum is student centered and generated as they explore entrepreneurship content through the art of performance.

RISE Organization/Local Business Partnerships

Organization Partnerships	Partnership Description
Network for Teaching	NFTE partnership will provide curriculum vertically integrated

Entrepreneurship (NFTE)	throughout all grade levels and content. In addition, they will provide teaching materials and core professional development with entrepreneurship focus. NFTE curriculum is interactive, student-centered, and project-based.
National Association of Consumer Advocates (NACA)	This non-profit association will provide policy education of current consumer advocacy issues specifically as a main research site and resource center.
Esperanza Housing Corporation	Esperanza has several projects, one of them being a local initiative which is an establishment of a local small businesses that are sustainable. Our students will explore in a field trip how these small businesses were established and remain sustainable.
USC School of Theater	Professor Brent Blair and USC students of theater will create interactive workshops for community-building and access to entrepreneurship concepts through a hands on theater performance curriculum. This curriculum is student centered and generated as they explore entrepreneurship content through the art of performance.
Communities for a Better Environment (CBE)	CBE is a community organization that focuses on environmental justice for communities of color. This organization provides education on environmental justice and safe practices by employers. SSRIE will partner with CBE using their environmental justice curriculum and participating in their Toxic Tours fieldtrip. This fieldtrip allows our students to explore their communities through an environmental justice perspective.
African American Chamber of Commerce (AACC)	The ACC vision is to create an organization that would serve as an advocate for African American-owned business enterprises and to promote their growth and expansion into the international arena. This organization will provide entrepreneurship mentorship as well as guest speakers in RISE classrooms bridging real hands experience with formal education business practice. In addition, the organization will provide an opportunity for students to identify with entrepreneurs who might come from a similar background.
Latino Business Chamber of Greater Los Angeles	The vision of the Latino Business Chamber will be organized to focus on economic development in the Latino community in the greater Los Angeles Metropolitan area. This organization will provide entrepreneurship mentorship as well as guest speakers in RISE classrooms bridging real hands experience with formal education business practice. In addition, this organization will provide an opportunity for students to identify with entrepreneurs who might come from a similar background.

Los Angeles County Regional Occupational Program (ROP)	The ROP program will provide specific classes from the authorized LAUSD Regional Occupational Programs (ROP) courses. Do to the innovative aspect of entrepreneurship, ROP courses provide an opportunity for our students to gain different skills that can translates into development of new products. The multifaceted aspect of entrepreneurship facilitates ease and application of entrepreneurship in various ROP courses.
The Los Angeles Area Chamber of Commerce	The Chamber is the business community’s link to L.A. public schools through Pillar – a partnership of the Chamber and the Los Angeles Unified School District. Pillar builds and supports partnerships between businesses and schools to drive student success and create long-lasting ties between corporations, schools and students (www.lachamber.com). Therefore, RISE will be a key member that will utilize chamber opportunities such as job shadowing, participation in chamber created workshops, and student access to college financial literacy with the Cash for College Program.

Schools for Community Action (SCA) Augustus Hawkins Cross-campus Partnerships

Organization Partnerships	Partnership Description
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. RISE will coordinate with the other Augustus Hawkins Schools for Community Action campuses to host these community workshops at the school site to serve as a center for community information.
YouThink	RISE 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 RISE through professional development at YouThink and/or at RISE to bed art and social justice specific curriculum.
WestEd	RISE will partner with West Ed along with the other Augustus

	Hawkins Schools for Community Action campuses 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 RISE 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 continuing to provide 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 RISE.
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.

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. Student Level Committee

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.

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.

Student Action Committee (SAC): 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. This committee will have three student members from each grade level; a secretary, treasurer, and president and will be selected by the student body.

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.

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.

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 collaboration 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. The committee will also ensure the equitable access and logistical use of shared campus spaces and facilities. This committee will be comprised of the principal and one lead teacher from the USES campus.

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 School for the Responsible Indigenous Social Entrepreneurship (RISE) School must share the school's vision for Project, Inquiry, and Expeditionary based learning, and academic rigor. The principal will be a leader in implementing the school's plan, participating in collaborative work from the classroom into the community. The principal will also be the ambassador for the USES campus, promoting the mission of our campus to the broader Los Angeles community.

The daily duties of a principal must always be driven by the school's mission and vision as well as guided by 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. Through this our principal will be able to support our school community in the successful implementation of this plan that we are submitting, which is why it is so critical for our design team to exercise our autonomy to make the principal selection ourselves.

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.

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.

The principal selection process will take place within the prescribed district window. It will begin with the posting of the job description. Design team members, including teachers, students, parents, and community partners, will develop a comprehensive set of questions that address the critical qualities of a successful principal at our school. The principal will be selected following policies set forth by the Local School Stabilization and Empowerment Initiative section IV.B. The final selection will be submitted to the Superintendent of LAUSD for approval.

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 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 elect-to-work agreement 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 subcommittees.

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 RISE 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 RISE 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: 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 on Social and Emotional Needs, B-4 c). 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 operations coordinator to create and implement a campus-wide safety plan and facilitate a safe community policing environment.

Campus Aides: Support the operations 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 campuses 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

Responsible Indigenous Social Entrepreneurship (RISE) 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.

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 every day advisory class
- Are willing to sign an Elect-to-Work agreement that requires additional time, collaboration and commitments than specified in the UTLA contract.
- Are willing to participate in daily professional development sessions.

In addition, RISE 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. This recruitment process will also involve an introduction to our Commitment-to-Work Agreement, which will outline the additional responsibilities and time commitments required for all teaching staff at RISE.

- 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. USES will require "mutual consent" between our school and all applying employees, as granted under LIS Waiver #9.
- 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.

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. Applicants will be reviewed for the appropriate training, credentials and experience and then partake in an interview that will include the principal, a department representative, grade level representative, a student and parent/guardian if possible.

Our hope is that through authentic collaboration 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, who are interested in participating in a collaborative work environment.

<p>c. Performance Reviews</p>

The Responsible Indigenous Social Entrepreneurship (RISE) school is 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 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 RISE, serving our students will be easier through the collaboration between all four Augustus Hawkins Schools for Community Action (SCA) campus. 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 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 student'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.

D. 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 Responsible Indigenous Social Entrepreneurship (RISE) school new campus wherein all below referenced waivers are being requested in conjunction with the Local School Stabilization and Empowerment Initiative. However, for the sake of clarity, the areas of this proposal that require waivers are outlined below and requested specifically in the Appendix.

Staffing (Article IX-A)

- First year - Hiring priority given to the teachers on the design team (depending on the final number of teachers hired, this could be 25% or 30% of the UTLA staff)
- Placement within the school is based on the PSC plan and student need, not on seniority
- After first year hiring is not seniority based

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour)
- Participation in at least one school leadership subcommittee
- Required (compensated) PD time (up to 25 days/year)

Transfers (Article XI. 2.0)

- administrative (School Leadership) transfer of a teacher not meeting expectations

C-2. Budget Development

As a small school in a school district constrained by continuing state budget cuts to education, RISE 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.

RISE 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 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.

References

- Baker, Simmons, & Kame'enui. (1997). *Vocabulary acquisition: Research bases in What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Erlbaum.
- Bartscher, Gould, & Nutter, (1995). *Increasing student motivation through project-based learning. Master's research project, Saint Xavier and IRI Skylight*. (ED 392549).
- Barton, Angela Calabrese, Fusco, Dana (2001, March 19) *Representing Student Achievements in Science*. *Journal of Research in Science Teaching*, v.38, Issue 3, pages 337-354.
- Boaler, J. (1997) *Experiencing School Mathematics:teaching styles, sex and setting*. Buckingham, Open University Press.
- Bridgeland, J. M., J. J. DiIulio, and K. B. Morison. 2006. *The Silent Epidemic: Perspectives of High School Dropouts*. Washington, D.C: Civic Enterprises.
- Causton-Theoharis, J., & Malmgren, K. (2005). *Building bridges: Strategies to help paraprofessionals promote peer interaction*. *Teaching Exceptional Children*. 37 (6) 18-24.
- Causton-Theoharis, J. & Theoharis, G. (2008). *Creating Inclusive Schools for ALL Students*. *The School Administrator*. September, 24-30.
- Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Westport, CT: Bergin & Garvey Publishers, LTD.
- Darder, A. (1998, April 16). *Teaching as an act of love: In memory of Paulo Freire*. *Proceedings from AERA '98: The Annual Meeting of the American Educational Research Association*. San Diego, CA, 1-11.
- Darling-Hammond, L. (2002): *10 Features of Good Small Schools - Redesigning High Schools: What matters, What Works*. School Redesign Network
- Darling-Hammond, L., Ross, P., Milliken, M. (2006-2007) *High School Size, Organization, and Content: What Matters for Student Success?* Brooking Institution Press
- Darling-Hammond, L. (2008). *Creating Excellent and Equitable Schools*. *Educational Leadership*. 65(8): 14-21
- Dewey, J. (2009). *Democracy and education: Complete and unabridged*. Lexington, KY: Feather Trail Press. (Original work published 1916).
- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How a professional learning community responds when kids don't learn*. Bloomington, IN: Solution Tree (formerly National Educational Service).
- Duncan-Andrade, J., Morrell, E. (2008) *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York, NY. Peter Lang.

Echevarria, J., Vogt, M., & Short, D.J. (2008). Making Content Comprehensible for English Learners: The SIOP Model, 3rd Edition. Boston, MA: Pearson.

Elmore, R. F. (2005). Accountable leadership. *The Educational Forum*, 69(2), 134-142.

Fink, E., & Resnick, L. (2001). New sources of leadership authority. *Educational Leadership and School Culture*, 36-48.

Freire, P. (2000). *Pedagogy of the oppressed*. (M. B. Ramos, Trans.). New York, NY: The Continuum International Publishing Group Inc. (Original work published 1970).

Glickman, C., Gordon, S., & Ross-Gordon, J. (2007). *SuperVision and instructional leadership: A developmental approach*. Boston, MA: Allyn and Bacon.

Gruenewald, D. (2003). The best of both worlds: A critical pedagogy of place. *Educational Researcher*, 32(4), 3-12.

Guinier, L., & Torres, G. (2003). *The Miner's Canary*. Cambridge, MA: Harvard University Press.

Haberman, Martin (1991, December) The Pedagogy of Poverty versus Good Teaching. *Phi Delta Kappan*, v73 n4, 290-294.

Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

Hooks, B. (1994) *Love as the practice of freedom. Outlaw Culture: Resisting Representations*. New York, NY: Routledge, 289-298.

Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.

Jenkins, Richard. (2008) *Social Identity*. Routledge 3rd ed.

Johnson, R. (2002). *Using Data to Close the Achievement Gap*. Thousand Oaks, CA: Corwin Press, Inc.

Kailin, J. (1999). How white teachers perceive the problem of racism in their schools: a case study in "liberal" Lakeview. *Teachers College Record*, 100(4), 724-750.

Kouzes, J. M., & Posner, B. Z. (2007). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.

Mariotti, Steve, Rabuzzi, Daniel, Sepulveda, Volkmann, Christine, Vyakarnam, Shailendra, Wilson, Karen E. (2009) *Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century. A Report of the Global Education Initiative* Retrieved from <http://www.nfte.com>

McGibbon, Carter Shawne, & Moutry, Chad (2008) *The Small Business Economy: A Report To the President* Retrieved from http://archinve.sba.gov/advo/research/sb_econ2009.pdf.

- Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-70.
- Nieto, S. (2008). *Dear Paulo: Letters from those who dare teach*. Boulder, CO: Paradigm Publishers.
- Noguera, P. A. (1999). Transforming urban schools through investments in social capital. In *Motion Magazine*, <http://www.inmotionmagazine.com>
- Noguera, P. (2007). How listening to students can help schools to improve. *Theory into Practice*, 46(3), 205-211.
- Oakes, J. and Saunders, M. (2008). *Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation*. Cambridge: Harvard Education Press.
- Olsen, Laurie (2010) *Reparable Harm: Fulfilling the Unkept promise of Educational Opportunity for California's Long Term English Learners*. Californians Together
- Reitzug, U., West, D., & Angel, R. (2008). Conceptualizing Instructional Leadership: The Voices of Principals. *Education and Urban Society*, 40(6), 694-714.
- Saunders, M. and Hamilton, E. (2010) *Linking Learning to Life: A High School Transformation Effort*. At www.edutopia.org
- Scheurich, J. J. (1998). Highly-successful and loving, public elementary schools populated mainly by low-ses children of color: core beliefs and cultural characteristics. *Urban Education*, 33(4), 451-491.
- Sparks and Loucks-Horsley (1994) Five models of staff development for teachers. *Journal of Staff Development*. 10(4), 40-57
- Steele, C. M. (1999). Thin Ice: "Stereotype Threat" and Black College Students. *The Atlantic Monthly*, 284(2), 44-54.
- Strong, R. W., Silver, H. F., & Perini, M. J. (2001). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: ASCD
- Terehoff, I. (2002). Elements of Adult Learning in Teacher Professional Development. *NASSP Bulletin*, v.86, pages 65-77.
- Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report
- Walqui, A. & van Lier, L. (2010) *Scaffolding the academic success of adolescent English Language Learners*. West Ed
- Weinstein, R. (2002). *Reaching Higher: The Power of Expectations in Schooling*. Cambridge: Harvard University Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding By Design*. Alexandria, VA: ASCD

Wiggins, G., & McTighe, J. (2007). *Schooling by Design*. Alexandria, VA: ASCD

Yosso, Tara J. (2005) Whose Culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, v.8, pages 69-91.

Zepeda, S. J. (2005). *The instructional leaders guide to informal classroom observations*. Larchmont, NY: Eye On Education.

Retrieved from <http://www.mills.edu/mba/> (n.d)

Retrieved from <http://equityandaccess.info/elements/elements.htm> (n.d)

Retrieved from <http://www.nfte.com/who/founder> (n.d)