South LA HS #3 (Augustus Hawkins)

School for Community Action #3

Responsible Indigenous Social Entrepreneurship (RISE) School

Appendices

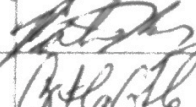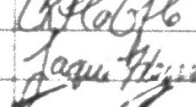# PUBLIC SCHOOL CHOICE MOTION

FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person)*

Schools for Community Action #3 – Responsible Indigenous Social Entrepreneurship School

Address: 1383 W. 38th St Los Angeles, CA 90062	**Phone Number:** 323-702-2093
Website *(if applicable)* www.schoolsforcommunityaction.org	**Email Address:** Aleyda.moran7@gmail.com

School site for which your team is submitting a Letter of Intent:	South LA Area New High School#3
Grade configuration of your school:	Year 1:
School model for which you are applying:	☐ Traditional ☑ Pilot ☐ ESBMM ☐ Network Partner ☐ Affiliated Charter ☐ Independent Charter
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1. no 2. 3.
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	Start date of Early Start Instructional Calendar

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Aleyda Moran-Martinez		323-702-2093	aleyda.moran@gmail.com	Manual Arts HS – alumni/teacher
2. Katie Rainge-Briggs		323-537-9801	raingebriggs@gmail.com	Manual Arts-teacher
3. Cynthia Castillo		323-496-3891	Castillo18@gmail.com	KIPP Charter School - teacher
4. Jaqui Herrera		213-926-5674	Mrs.buggsbunny531@yahoo.com	Manual Arts Alumni
5. Enrique Romero		323-335-8826	Enrique.romero.1220@gmail.com	Manual Arts Alumni

PSC 3.0
Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Schools for Community Action #3 – Responsible Indigenous Social Entrepreneurship School
Name of Team Representative	Aleyda Moran
Signature of Team Representative	

Design Team Member Name	Signature
Katie Rainge-Briggs	
Cynthia Castillo	
Jaqui Herrera	
Enrique Romero	

Los Angeles Unified School District

Human Resources

PRINCIPAL

Responsible Indigenous Social Entrepreneurship (RISE) School

Local District

MINIMUM REQUIREMENTS FOR PILOT SCHOOL PRINCIPAL POSITION:

- California Administrative Credential
- Master's degree
- A valid California K-12 Teaching Credential
- 3.3 multicultural coursework
- 6-8 years experience working in Urban schools

General Description and Goals:

The Responsible Indigenous Social Entrepreneurship School is one of Los Angeles Unified School District's Pilot Schools in Local District 7 created to improve educational opportunities for young people. We seek a dynamic, visionary instructional leader to serve as principal beginning in May 2012. We are seeking an experienced leader who is committed to actualizing high achievement for a diverse population of students. The ideal candidate embraces the history, vision, and principles of the Pilot Schools as well as a deep understanding of the English language learner who comprise the majority of students living in the South Central community of Los Angeles. Candidates for this position must embrace the belief that a small school environment, where students and teachers know each other well, better serves students. We seek a dynamic leader who has experience cultivating learning that is differentiated to meet the needs of each individual while striving to help empower young people who care about themselves and their world. The instructional leader must be committed to a rigorous and challenging school with high expectations for everyone and a strong support system to help students succeed in high school and beyond.

Responsibilities:

- Understand and uphold the Mission Statement of the Community Health Advocates School
- Ensure a shared vision across the community and demonstrate the knowledge and the promise of a school-wide vision

- Establish and foster a positive school culture
- Have knowledge and experience with interdisciplinary, Project and Inquiry Based instruction
- Facilitate implementation of Project and Inquiry Based instruction
- Facilitate on-going collaboration among and between students, teachers, staff, families, and community
- Encourage and support teacher-led professional development opportunities
- Ensure materials and systems are in place for high level teaching and learning to occur
- Actively commit to cultural diversity and equity as reflected in policies and implementation of school structures and instructional philosophy
- Develop and implement an annual whole school improvement plan based on analysis of student performance data. Clearly communicate implementation expectations and responsibilities of the whole school improvement plan with the school community
- Consistently hold staff mutually accountable for implementing the school mission and vision as well as annual goals
- Appropriately delegate responsibilities for smooth functioning of the school in a variety of operational and instructional areas
- Foster teacher leadership through delegation, shared leadership and decision-making.
- Participate in supervision of students before, during and after school
- Collaborate with school team to create a professional development program aligned to articulated school priorities that supports instruction and curriculum development towards student achievement
- Align the use of time, people, money, and materials to the school's instructional priorities
- Support and supervise staff through routine and formal evaluations designed to support instruction. Model expectations for staff.
- Oversee efficient functioning and safety of school facilities and operations

Desirable Qualifications:

- Prior experience as a successful school leader
- 8+ years successful urban teaching experience involved in collaborative, interdisciplinary education
- Experience working in urban Black and Latino communities
- Knowledge of the Pilot Schools history, vision, principles and practices
- Experience working in and with small schools
- Understanding and experience with the Coalition of Essential Schools philosophy and practices

- ❖ Demonstrated effective interpersonal and communication skills with a wide variety of groups, for example, students, staff, families, community organizations and district
- ❖ Demonstrated ability to manage a school budget aligned to school priorities
- ❖ Prior experience as a principal
- ❖ Bilingual (Spanish highly preferred)
- ❖ A current career portfolio

Salary Grade: Commensurate with experience on LAUSD pay scale

To Apply: Submit a letter of intent, a philosophy of education, a resume with professional and academic preparation and four letters of recommendation, one from your current administrator, a teacher, classified staff member, and a parent/community member.

PSC School Site: South Region New Area High School #3   **Design Team**
Name: RISE

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	56%	48%	40%	Programming that supports all students with a focus on a college going culture. Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback	School-wide standards-based assessments, CST scores	30%	20%
	English Learners	81%	76%	40%	Programming that supports all students with a focus on a college going culture. Implement ELD, SIOP and SDAIE setting, test taking strategies, note strategies, inclusion of English Learners with parents and students about academic performance and work habits; teach students personal goal	School-wide standards-based assessments,	30%	20%

African American	64%	52%	40%	Programming that supports all students after school intervention and/or culturally responsive curriculum. Writing across the curriculum, Project-Based Learning, Participatory Action Research (student inquiry), Linked Learning, Complexation of Interaction (technology enhanced learning), Equity/21st Access, integration of developmental technology, critical and academic vocabulary, Learning Lab, Advisory, use of thinking maps, Understanding By Design curriculum development, regularly analyze student data during staff meetings to inform instruction, regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	School-wide standards-based assessments, CST scores	30%	20%
Latino	55%	48%	40%	Programming that supports all students with a focus on a college going culture.	School-wide standards-based assessments, CST scores	30%	20%
Special Education	95%	79%	40%	Student programming will be based on their IEP or teacher recommendation. Differentiated instruction; after school	School-wide standards-based assessments, CST/CAPA	30%	20%

% of all students scoring Prof or Adv	15.4%	18%	25%	Programming that supports all students with a focus on a college going culture. Equity and Access, integration of interactive technology, Project-Based Learning, Participatory Action Research (student inquiry), Linked Learning, Complex Instruction (collaborative learning), data monitoring, integration of Exploratory Lab, Advisory, use of critical thinking, use of explicit rubrics, quality formative and summative assessments, Understanding By Design curriculum development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	School-wide standards-based assessments, CST scores	40%	55%
White	-	-	-	N/A	-	-	-
Asian	-	-	-	N/A	-	-	-
Economically Disadvantaged	55%	47%	40%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum,	School-wide standards-based assessments, CST scores	30%	20%
English Learners	2.6%	1.2%	25%	Programming that supports all students with a focus on the college going culture. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or Writing across the curriculum, Project-Based Learning, Participatory Action Research (student inquiry), Linked Learning, Complex Instruction (collaborative learning), Equity and Access, integration of	School-wide standards-based assessments, CST scores	40%	55%

| | African American | 10.6% | 16% | 25% | Programming that supports all students during the regular school day, train teachers on engaging the culture. Teacher/Responsive Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research (student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills. | School-wide standards-based assessments, CST scores | 40% | 55% |
| | Special Education | 6.4% | 18.3% | 25% | Differentiated instruction, after school intervention and/or that supports during the regular school day, use of SDAIE, college Not ebook, Scholastic programs, daily reference as they turn in their assessments, and effective implementation of differentiated instruction, | School-wide standards-based assessments, CST scores | 40% | 55% |

CST MATH							
% of all students scoring FBB/BB	87%	83%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry) Linked Learning, Complex Instruction(collaborative learning), Culturally responsive curriculum, Equity and Access, integration of interactive technology, communicative media/21st Century learning skill development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits including personal goal setting to establish a college culture	School-wide standards-based assessments, CST scores	40%	20%
White	-	-	-		-	-	-
Asian	-	-	-		-	-	-
Economically Disadv.	15.7%	17.9%	25%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum, Equity and Access, integration of technology, communicative media, Project-Based Learning, Participatory Action Research(student inquiry), individual and Complex Instruction(collaborative learning), Equity and Access, using explicit rubrics, interactive technology, communicative media/21st Century learning skill development, regularly analyze student data during staff meetings to inform instruction; regular communication, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, formative and summative assessments, test taking strategies, By Design taking, and developskilot, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback	School-wide standards-based assessments, CST scores	40%	55%
English Learners	95%	92%	60%	Cross-curricular units, Implement Algebra Project, programming that supports all students with a focus on a college going culture. Teach students personal goal setting, test taking strategies, note	School-wide standards-based assessments,	40%	20%

African American	91%	89%	60%	Cross-current ELD, GLOB, and SDAIE strategies, project (cultural English learners in the least restrictive environment that supports all students with a focus on a college going culture; the regular strategies, after school intervention and/or data, train teachers in using the Teacher/Apprenticeship instructional Model, driving across the curriculum, **Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.**	School-wide standards-based assessments, CST scores	40%	20%
Latino	86%	82%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or	School-wide standards-based assessments, CST scores	40%	20%
Special Education	99%	97%	60%	Least restrictive environment. Structured learning that supports all students with a focus on college via college culture with students programmed or referred as per their intervention during the regular school	School-wide standards-based assessments, CST scores	40%	20%

% of all students scoring Prof or Adv	3.2%	6.0%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, Equity and Access, integration of interactive technology, regular school day writing across the curriculum, Project-Based Learning, Participatory Action Research(Morning Lab), Exploration Lab, Advisory, use of thinking maps(along explicit rubrics), Equality for Actives, integration of assessments, Understanding By Design academic developments, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	School-wide standards-based assessments, CST scores	35%	55%
White	-	-	-	N/A	-	-	-
Asian	-	-	-	N/A	-	-	-
Economically Disadv.	87%	83%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture.	School-wide standards-based assessments, CST scores	40%	20%
English Learners	0.4%	1.6%	15%	Implement Algebra Project, programming that supports all students with a focus on a college going culture. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment,	School-wide standards-based assessments, CST scores	35%	55%

Latino	3.4%	6.1%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a College-going culture, SDAIE strategies, Project-Based Learning, Participatory Action Research (student inquiry), school wide writing across the curriculum, Instruction(collaborative, Planning), Equity and Access(integration of technology, content area instruction(vocabulary learning), Differentiated instruction, use of data monitoring, Mathematical Exploration lab, Advisory, use of thinking maps, explicit rubrics, analyze student data during staff meetings; Understanding By Design curriculum development, regularly analyze formative and summative assessments to inform instruction, regular communication and timely feedback with students and staff, hyper student data, using staff academic performance and work habits, relation student timely goal setting, test taking strategies, note taking, and study skills and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	School-wide quarterly periodic assessments-LAUSD's periodic assessments/Core K-12 assessments, CST	35%	55%
Special Education	0.0%	0.0%	15%	N/A	School-wide standards-based assessments, CST scores	35%	55%
White	-	-	-	N/A		-	-
Asian	-	-	-	N/A	-	-	-
African American	2.5%	4.7%	15%	Cross-curricular units, Implement	School-wide standards-based assessments,	35%	55%
Economically Disadv.	3.1%	6.0%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a	School-wide standards-based assessments,	35%	55%

7	Reclassification Rate	9.6%	7.1%	26%	Programs that support a focus on a college-going culture. Implement FLD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction, regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	School-wide standards-based assessments, CST scores, CELDT scores,	37%	50%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	9.6%	7.1%	26%	Programming that supports reclassification opportunities. Implement FLD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school	School-wide standards-based assessments, CST scores, CELDT scores,	37%	50%
8	% EL Students	34.3%	33.5%	38%	Programming that ensures full student supports in CELDT.	School-wide standards-	47%	60%

9	Four Year Cohort Grad Rate	51%	48%	NA – no 12th graders first year	N/A		70%	90%
1 0	CAHSEE Pass Rate (10th grade)	37%	48%	58%	Writing across the curriculum, implement Literacy Program and the Algebra Project(if the student has not satisfactorily completed Algebra) which are 9th grade intervention courses; train all teachers in how to integrate CAHSEE test prep strategies in their regular classes so students receive a full range of test preparation in math, reading, vocabulary, and writing; Advisory period for test taking strategies and practice as well as for graduation counseling/drop-out prevention and academic intervention services	CAHSEE scores, CAHSEE Diagnostic data	70%	80%
1 1	% Students In A-G Courses Receiving Grade of C or Higher	9th: 16.4 % 10th: 14.7 % 11th: 14.4 % 12th: 19.3	9th: 27.7% 10th: 17.9% 11th: 14.4% 12th: 15.4%	9th: 75% 10th: 60% 11th: 50%	Programming that supports all students with a focus on a college going culture. Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills	progress reports and report cards	9th: 85% 10th: 80% 11th: 70% 12th: 60%	9th: 95% 10th: 80% 11th: 75% 12th: 60%
1 2	% Graduates Meeting A-G Requirement s	26%	23%	NA – no 12th graders first year	Advisory period for graduation and academic counseling/drop-out prevention, and differentiated instruction; continue to develop and encourage Exploration and Advisory courses during the day, using via adult school, quality formative and community college; assess with Understanding By Design concurrently enrolled; high school analyze student data college; rostering	progress reports and report cards	55%	90%

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% Retained 9th Graders (first time 9th graders who did not meet all credit requirements to advance to 10th grade or earned below a specified number of credits; also includes students who did not have a 9th grade status by the end of the school year)	44%	33%	20%	Students and parents about the high school graduation requirements, A-G requirements, and college entrance requirements; regularly communicate with parents and students about students' academic progress, including provisional goal setting to establish an college culture, graduation counseling, drop-out prevention and academic intervention services.	Transcripts, enrollment records	10%	0%

RETENTION RATE (high schools only)								
# First Time 9th Graders				In order to assist our 9th grade students in meeting their course requirements so that they will not have to repeat 9th	Transcripts, enrollment records		

CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	92.2%	92.7%	95%	Advisory period for graduation counseling/drop-out prevention and academic intervention services, monthly meeting that supports all students with a focus on a college-going culture. contact parents/guardians if student is attendance is of concern.	Monthly attendance records	97%	98%
14	Attendance Rate for All Staff	94.6%	93.5%	97%	Research (student inquiry) linked towards Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, using explicit rubrics, quality formative and summative	Monthly attendance records	98%	99%
15	Number of Suspensions	All: 6.3% AA: 8.4% L: 5.8%	All: 5.8% AA: 9.1% L: 5.1%	5%	Implement school-wide positive behavior plan; teachers meet with student, parent and Psychiatric Social Worker to offer applicable wrap around services to family; provide alternatives to suspensions such as immediate parent contact, campus beautification projects, detention, in-house suspension, and community service	Monthly suspension records	4%	2%
16	School Experience	23.3%	5.7%	60%	Train staff on customer service skills; curricular development, regularly analyze student data during staff meetings; regularly communicate with parents via newsletters, meetings, internet, etc.;	Annual LAUSD School Report	80%	100%

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1 6	School Experience Survey: % Parents Participating	23. 3%	5.7%	60%	Train staff on customer service skills; regularly communicate with parents via newsletters, meetings, internet, etc.; provide accessible welcome center	Annual LAUSD School Report Card	80%	100%
1 7	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	44%	40%	60%	Provide monthly parent events such as awards assemblies, Science Fairs, History Day, parent conferences, parent workshops, coffee with the principal, and student performances; implement multiple ways for parents and teachers to communicate with each other such as via notes home or notes written in a student planner/agenda; train teachers and office staff on parent message procedures such as when and how to inform teachers when a parent requests to speak with them and when and how to return parent messages such as during prep periods or before and after school	Annual LAUSD School Report Card	80%	100%
1 8	*Culture or Mission-Specific Indicator*							
1 9	*Culture or Mission-Specific Indicator*							
2 0	*Culture or Mission-Specific*							

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Design Team Name   **Date**

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Applicant Team Representative Signature   **Local District**
Superintendent Signature

Instructions

1. **3.**	**% of Students Scoring FBB/BB on CST (ELA and Math)**	Number of students scoring Far Below Basic/Below Basic divided by the number of students tested.
		For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.

2. **4.**	**% of Students Scoring P/Adv on CST (ELA and Math)**	Number of students scoring Proficient or Advanced divided by the number of students tested. See Data Summary Sheet Boxes 3 and 4.
5.	**Number of First Time 9th Graders**	Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.
6.	**% Retained 9th Graders**	Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year. See School Report Card page 1.
7.	**Reclassification Rate (EL)**	Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year. See Data Summary Sheet Box 9.
8.	**% EL Students Scoring Proficient on CELDT**	Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested. See School Report Card page 4.
9.	**Four Year Cohort Grad Rate**	Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out. See School Report Card page 2.
10.	**CAHSEE Pass Rate** **(10th grade)**	Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested.

		See School Report Card page 1.
11.	**% Students in A-G Courses Receiving Grade of C or Higher**	Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses. See Data Summary Sheet.
12.	**% Graduates Meeting A-G Requirements**	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort. See School Repot Card page 2.
13.	**Attendance Rate for Students**	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14.	**Attendance Rate for All Staff**	See Data Summary Sheet Box 10.
15.	**Number of Suspensions**	See Data Summary Sheet Box 10.
16.	**School Experience Survey:** **% Parents Participating**	Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp
17.	**School Experience Survey:** **% Parents Reporting "Often or Always" in category of "Overall School Involvement"**	Provide the overall percentage for the school. Available in School Experience Survey results.
18-20.	**Culture or Mission-Specific Indicators**	Design teams may add their own indicators.

Professional Development and Collaboration Time

The table below outlines all of the professional development sessions that we will have throughout the school-year, with the majority of the sessions occurring during the *after school professional development meeting* that will take place every day from 3:25-4:00. Monday and Tuesday meetings are set; however, additional days will be determined by need at the time. For example, when quarterly assessments data are available we will have a "Quarterly Seminar" that Wednesday and based on that meeting, will determine which targeted professional development needs to occur for the next two meetings. Bi-weekly meetings will be scheduled each month and noted on the monthly calendar.

Type of Meeting	Description	Frequency
All staff Monday Meeting	30 minute meeting: all RISE family and staff meeting after-school. (open to students, parents/caregivers, and community members.)	Weekly
Tuesday Cohort Meetings	Partner teachers will also be grouped with other partner teachers who share the same cohort of students. In those meetings, teacher will: ❒ Be trained and supported to conduct peer-observations of the other teachers sharing their cohort of students. ❒ Be trained to develop and implement cross-curricular, thematic project-based learning units Linked learning projects will be developed ❒ Engage in discussion regarding individual students' academic, social and emotional needs.	Weekly
Partner-Teacher meetings	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.	There is time available every day, but partner teachers are expected to establish a set day each week for their collaborative meeting time during their designated common planning time.

Department Meetings	Meetings in content area to focus on implementation of content specific instructional strategies, culturally relevant curriculum, assessment evaluation, sharing of best practices, to develop and check-in on vertical integration of the content standards within the 9-12 curriculum (See B2.b Professional Development)	Every two weeks
Advisory Team Meetings	To discuss the Advisory curriculum implementation, learn about intervention strategies/referrals and reflect/improve on Advisory implementation.	Every two weeks
Grade-level meetings	This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation.	Every two weeks
Quarterly Seminar	After quarterly assessment data is available there will be a school wide seminar with all stake-holders involved (teachers, parents/care-givers, students, partners) to review data. These seminars serve as a way to maintain the schools vision through data based inquiry.	Quarterly
Meetings of the minds	Content-area groups meet across the 4 small schools to share best practices and focus on content-specific instructional strategies.	Once per semester
Targeted Professional Development: Special Education	In SPED PD meetings, teachers will: ❐ Review the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual (pg. 14). ❐ Review the Response to Intervention Process ❐ Review and evaluate 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 ❐ Continue training in differentiation, and classroom modifications ❐ Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications ❐ Universal Design for Learning training	Throughout the year as recommended and requested by stakeholders

Targeted Professional Development: English Language Learners	In ELL PD meetings, teachers will: ❒ Evaluate 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. ❒ Discuss and be trained in using the research based, common instructional strategies in all core classes, such as: ❒ Specifically Designed Academic Instruction in English (SDAIE) strategies ❒ Scaffolding ❒ Project and task based instruction ❒ Interactive Notebooks ❒ Thinking Maps ❒ Building on Prior Knowledge ❒ Multisensory Instruction and the use of Realia ❒ Universal Design for Learning training	Throughout the year as recommended and requested by stakeholders
Targeted Professional Development: Gifted and Talented	In GATE PD meetings, teachers will: ❒ Be trained in effective heterogeneous collaborative grouping strategies that specifically focus on supporting Gifted and Talented students. ❒ Evaluate current data on identified GATE students and discuss need for non-identified students. ❒ Be trained in strategies for addressing needs of GATE students, such as differentiation and depth in complexity ❒ Universal Design for Learning training	Throughout the year as recommended and requested by stakeholders
Targeted Professional Development: Literacy	In Literacy PD Meetings, teachers will: ❒ Evaluate the effectiveness of 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. ❒ Identify, implement, and evaluate activities to support students with test-taking.	Throughout the year as recommended and requested by stakeholders
Additional Trainings and Conferences	As the district provides, money is available or grants are available, teachers at RISE are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning. Upon return from these conferences, the teachers will be required to share what they learned with the staff.	Throughout the year *Examples:* Special Education Career and Technical (CTE) Gifted and Talented (GATE) English Language

| | | Learners (EL) |
| | | Advance Placement (AP) |

Tentative Responsible Indigenous Social Entrepreneurship (RISE) School PD Curriculum Development Timeline

The tentative RISE PD curriculum development plan includes dates for both RISE curriculum development and SCA coordination for common expectations. The complex-wide meetings are highlighted in gray.

The participants listed will meet without compensation in order to create a solid curriculum plan prior to the opening of the school. All school members (including newly hired teachers) will be encouraged to participate in these meetings. In order to encourage continued participation, the principal and design team will create a casual and productive environment in which all perspectives are valued. Also, meeting norms will support effective and efficient meeting time. We will continue to use our established norms and agenda protocols, which have been used throughout the SCA writing process.

The teachers who choose not to or are unable to participate during the summer curriculum planning meetings, or who are hired after the planning has concluded will have two opportunities to learn about the RISE Curricula:
- During the Teacher Orientation Retreat in August (required for all teachers hired prior to the beginning of August)
- Individual introduction and mentor teacher – All teachers at RISE will be provided with a RISE curriculum notebook immediately upon hiring. The notebook contains all of the RISE Curriculum Frameworks and corresponding LAUSD Curriculum guides. Additionally, all teachers hired after the orientation retreat will be assigned a mentor to meet with on a weekly basis until he or she is comfortable with the curriculum frameworks and plans.

DATE	PARTICIPANTS	OBJECTIVES
Mid-May: Curriculum and Accountability	CHAS principal and design team members (voluntary/no compensation)	Review PSC Plans and Accountability Plan Discuss implementation of strategies in both plans
June 15: Plan Implementation and Student Data Review	Four Schools for Community Action principals	Review of PSC plans & shared goals. Review the CST strand data from the previous year (incoming students) and identify the areas of skills/content-area deficiency within each content area.
June 17: Content Standards Framework	RISE principal, design team members and *newly hired teachers	Review CST strand data discussion from June 15 SCA meeting.

(vertical integration)	(voluntary/no compensation)	Using the CST information and the California content standards blueprints, develop a 4-year curriculum map for each content area that includes the "power standards" to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-level teams as they plan the grade-level curriculum maps for the school year.
June 30: School Calendar	Four small school principals	Review Central District Instructional and Testing Calendars Review and/or modify Student Placement for *Schools for Community Action* Develop working draft of master calendar including Summer Outreach and Orientation Activities and opportunities for new staff to begin moving in to site and new students/parents to tour site, select schools, become engaged Calendar to be in Spanish and English and be modified according to audience: teachers/staff, students, and parents. Calendar communicated to all stakeholders.
July 1: Grade-level thematic/standards framework (horizontal integration**)**	RISE principal, design team members and newly hired teachers (voluntary/no compensation)	Review content standards frameworks Develop four-quarter curriculum map for each grade level Each curriculum map will contain the theme, standards, skills/habits to be taught each quarter. Each curriculum map will also include the revised dates for assessments in each content area for each grade level. Determine July meeting dates for curriculum development
July 1 – 22 Individual Course Curriculum	RISE principal, design team members and newly hired teachers	Using the RISE curriculum frameworks, LAUSD instructional guides, selected textbooks and their own experience as teachers, the design team and newly hired

	(voluntary/no compensation)	teachers will develop the curricula (units, assessments & lessons) for the first semester.
Development Exact dates TBD by the team during the July 1 meeting		
July 14: Professional Development & Accountability	Four Schools for Community Action principals	Principals will share out of curriculum development process – shared best practices. Check in on preparation to address accountability plans.
August 1 – 5 Teacher Orientation Retreat	RISE principal and all RISE teachers 3 days compensated 2 days not compensated *ALL* days required in Elect-to-work agreement	Day 1: Introduction and review of RISE Curriculum Frameworks Day 2: Teaching students with specialized needs Day 3: Advisory Day 4: Reviewing student data and Introduction to Instructional Strategies Day 5: School Safety/Positive Behavior Plan

Tentative PD Curriculum Development Plan for RISE (Responsible Indigenous Social Entrepreneurship)

The tentative RISE PD curriculum development plan includes dates for both RISE curriculum development and SCA coordination for common expectations. The complex-wide meetings are highlighted in gray.

The participants listed will meet without compensation in order to create a solid curriculum plan prior to the opening of the school. All school members (including newly hired teachers) will be encouraged to participate in these meetings. In order to encourage continued participation, the principal and design team will create a casual and productive environment in which all perspectives are valued. Also, meeting norms will support effective and efficient meeting time. We will continue to use our established norms and agenda protocols, which have been used throughout the SCA writing process.

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- Individual introduction and mentor teacher – All teachers at RISE will be provided with a RISE curriculum notebook immediately upon hiring. The notebook contains all of the RISE Curriculum Frameworks and corresponding LAUSD Curriculum guides. Additionally, all teachers hired after the orientation retreat will be assigned a mentor to meet with on a weekly basis until he or she is comfortable with the curriculum frameworks and plans.

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Development Exact dates TBD by the team during the July 1 meeting	(voluntary/no compensation)	teachers will develop the curricula (units, assessments & lessons) for the first semester.
July 14: Professional Development & Accountability	Four Schools for Community Action principals	Principals will share out of curriculum development process – shared best practices. Check in on preparation to address accountability plans.
August 1 – 5 Teacher Orientation Retreat	RISE principal and all RISE teachers 3 days compensated 2 days not compensated *ALL* days required in Elect-to-work agreement	Day 1: Introduction and review of RISE Curriculum Frameworks Day 2: Teaching students with specialized needs Day 3: Advisory Day 4: Reviewing student data and Introduction to Instructional Strategies Day 5: School Safety/Positive Behavior Plan

RISE Assessment Development Timeline

Assessment	Participants	Development Plan/Dates
Standards Based Quarterly Summative Assessments	Departments	**August-** Departments agree on pacing plan/curricular map by course. In Orientation agree on summative assessment formats. Once format is agreed upon curriculum development partners will be contacted. **September –** review and agree on content specific summative assessments. **October-** first assessment completed **November –** teachers review performance data, share best practices, future professional development shaped by student and teacher performance. **December-** second summative assessment completed **January –** teachers review performance data, share best practices, future professional development shaped by student and teacher performance. **March –** third summative assessment completed **April –** teachers review performance data, share best practices, future professional development shaped by student and teacher performance. **June –** fourth summative assessment completed
Standards Based Formative Assessments	Departments and grade level teams	**August-** Departments agree on pacing plan/curricular map by course. In Orientation agree on formative assessment by power standard. Once format is agreed upon curriculum development partners will be contacted. **September –** teachers develop and agree on mesters 1-2 formative assessments. **October-** first formative assessment completed **November –** teachers review assessment data, share best practices, future professional development shaped by student and teacher

		performance.
		December- at least one additional formative assessment completed
		January – teachers review performance data from mesters 1-2, share best practices, future professional development shaped by student and teacher performance.
		March – additional formative assessments completed
		April – teachers review performance data, share best practices, future professional development shaped by student and teacher performance.
		May – additional formative assessments completed
		June – teachers review performance data, share best practices.

Interdisciplinary Projects/Assessments	Grade-level, cohort and advisory teams	**August-** During orientation grade level teams review school theme, share pacing plans and identify common themes across content for the fall mesters 1-2. Teachers will then develop a cross-curricular participatory action research project that incorporates the school theme. Audience is identified and outreach to community partners and field experts contacted regarding support and evaluation of student projects. **September – November-** community partners will work with students and teachers to support action research projects and presentation development **December –** student presentations to audience including parents, community members, fellow students, field experts and community organizations. **January –** teacher teams review student performance data, parent and community feedback and assess fall projects, process and student performance. Grade level teams again review school theme, share pacing plans for mesters 3-4 and identify common themes across content for the Spring. Teachers will then develop a cross-curricular participatory action research project that incorporates the school theme. Audience is identified and outreach to community partners and field experts contacted regarding support and evaluation of student projects. **February – April-** community partners will work with students and teachers to support action research projects and presentation development. **May –** Spring (mesters 3-4) presentations to audience including parents, community members, fellow students, field experts and community organizations

Responsible Indigenous Social Entrepreneurship (RISE) School Calendar and Daily Schedule

We would like to use the Early Start Traditional calendar, in which the school year begins in mid-August and the semester change coincides with Winter Break.

With an understanding that master schedules drive the instructional opportunities available to students, the Schools for Community Action 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 for 11th and 12th grade students.

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

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

The RISE 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 the RISE, Later Lab programs will be offered after school. These programs will include traditional after school programs including sport teams and clubs, marching band, drama, and other student designed clubs. The 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 Governing Council and subcommittees. The regularity of these meeting are essential in order to sufficiently implement the school plan in congruence with the students' academic and social needs.

It is important to note that all four Schools for Community Action 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, and visitors on campus. This supports our core value of *Sustainability*.

Waiver Identification Form

School Site: _South LA Area New HS #3: Augustus Hawkins_

Proposed School/Design Team Name: _Schools for Community Action #3_
School of Socially Responsible and Indigenous Entrepreneurship

Proposed Governance Model (mark all that apply): _(RISE)_

☒ Traditional   ☐ Local Initiative School   ☐ Expanded School Based Management

☐ Pilot   ☐ Network Partner

Waiver Request:

☒ Methods of improving pedagogy   ☒ Curriculum

☒ Assessments   ☒ Scheduling

☐ Internal organization (e.g., SLCs)   ☒ Professional development

☒ Budgeting control   ☒ Mutual consent requirement for employees

☐ Teacher assignments*   ☐ Staff appointments (e.g., department chairs)*

☐ Discipline & codes of conduct   ☐ Other**:_____

☐ Health and safety

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rational for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: _____   Date: _____

UTLA Chapter Chair/Rep: _____   Date: _____

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Staff Relations

PUBLIC SCHOOL CHOICE 3.0

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012

School/Office: Community Health Advocates School   **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)   Article IX.
Waiver Description: (Describe the actions that require a waiver)   Work Hours and Schedule - Additional on-site time requirement (1 hour) - Participation in at least one Governing Council subcommittee - Required (compensated) professional development time (up to 25 days/year)

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

A majority of students at the Community Health Advocates School will be below grade level in English or math. An extended school day allows for additional planning to provide critical support for students.

Participation and collaboration among teachers and other stakeholders is central to the plan for the Community Health Advocates School. The requirement that teachers serve on at least one subcommittee and that they participate in additional, paid professional development supports the development of a culture of shared leadership and collaboration.

Requesting Administrator's Approval:

_____   _____

Principal/Administrator   Date

_____   _____

Local District Superintendent/Division Head/Designee   Date

Attachment: RISE Trifecta Advisory

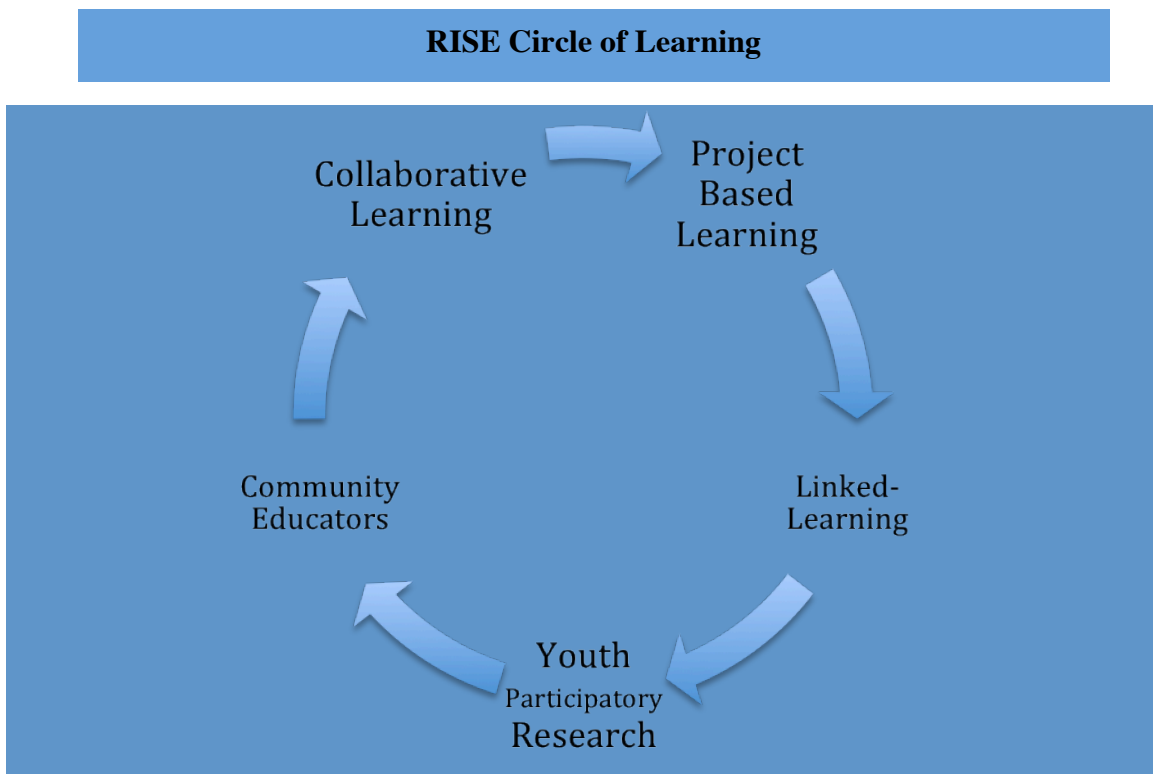| **RISE Trifecta Advisory Model** |
|---|

Advisory:

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 were 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 Attachment: RISE Circle of Learning

Collaborative
Learning

Project
Based
Learning

Community
Educators

Linked-
Learning

Youth
Participatory
Research

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.

Attachment: RISE Empowerment Triangle

RISE Empowerment Triangle
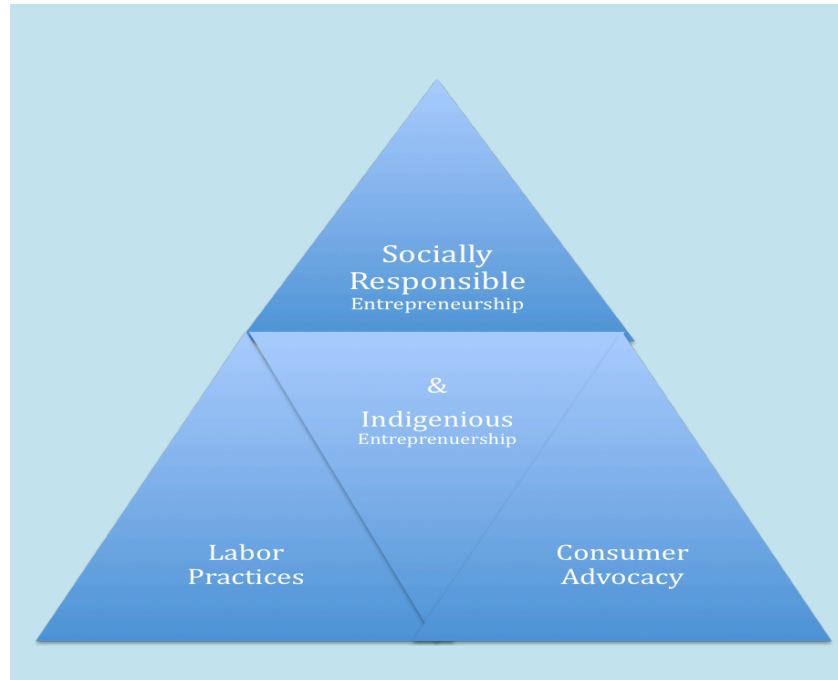
RISE Empowerment Triangle:

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.

Partnership Protocol

Potential Partner Organization Name: _____

Evaluated by: _____

Evaluation Criteria	Written Assessment and Evaluation
Community-School Collaboration Type • **Service** • **Development** • **Organizing**	
Potential Partnership Benefits & Contributions to School Improvement 1 - **Improve the social and economic context of education** (access to adequate housing, health care, nutrition, and safe and secure environments) 2 - **Build parental and community participation** (recognizing the rich cultural traditions and diverse social resources of the school's families) 3 - **Transform culture of schooling** (fosters transformative curriculum and pedagogy, rejects deficit views of urban families and students, embraces authentic accountability to student-focused needs) 4 - **Build political constituency** (organize community to demand greater and more equitable delivery of resources to school site)	
Potential Support of Our Core Values • Student Centered (SC) • Community Collaboration (CC) • Excellence & Innovation	

(E&I) • Social Justice (SJ) • Sustainable (Sus)	

Behavior Policy Attachment

Student Behavior Management Flowchart

| If student misbehavior occurs... |

Moderate?
Excessive Tardies
Inappropriate Language
Put Downs
Calling Out
Refusal to Work
Distracting Others
Unprepared to work
Using electronic devices

...is it...

Extreme?
Fighting
Verbal Abuse (cursing *at* a teacher)
Threats
Tagging
Vandalism
Sexual Harassment
Bullying
Theft

Strategies for addressing moderate behavior:
1. Remind student of correct behavior <u>and</u> give the student reasonable opportunity to comply.
2. Defuse the situation:
   - remain calm
   - modulate voice & tone
   - do not make is personal
   - conference w/student away from class audience
   - give student choices

1. Document in **Extreme Behavior SIR form**
2. Immediately refer to principal (if not available go to the counselor)
3. Principal will address behavior or refer to the school-wide dean/police.
4. Principal will inform the referring teacher what occurred with the student.

If habitual/moderate behavior does not improve....

If behavior continues...

Move seats
Talk to student's advisor
Send to another class (for the period)
Call home/letter home
Student reflection form
Subtract participation points

Document in ***Moderate SIR*** form for each offense.

At the THIRD moderate offense

1. Submit completed SIR form with THREE offenses and teacher actions documented to the counselor.
2. Counselor will schedule a <u>Student Intervention Meeting</u> with the student, parent, and all teachers (including advisor).
3. This student intervention team will create an individual ***Student Behavior Contract*** for the student.
4. Student loses fieldtrip, sports privileges until behavior improves.