



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: SOUTH REGION HIGH SCHOOL #3

PROPOSED BY: SCHOOLS FOR COMMUNITY ACTION

FOR: RESPONSIBLE INDIGENOUS SOCIAL ENTREPRENEURSHIP (RISE) SCHOOL

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

Mission & Vision of the School

The teachers, recent alumni, parents, and community members of the Schools for Community Action (**SCA**) team are dedicated to building the powerful and effective learning environment that the youth in our community have long deserved. Our **SCA** members have either been raised in the neighborhood or have worked nearly exclusively in the immediate area, including Manual Arts High School and Muir Middle School. Two teachers of the **SCA** team 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 Central¹ community, to which we are deeply connected, know well, and value intensely.

Through our outreach into the community, we realized that we need to provide families with distinct choices in the education of their children. That is why we designed four separate plans for four distinct small schools on the Augustus Hawkins campus. These four choices resulted from our findings as we spoke to the people in our community and as we read through various studies on education:

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

Mission: Responsible Indigenous Social Entrepreneurship (RISE) 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.

Our Students: Upon graduating from the Responsible Indigenous Social Entrepreneurship (RISE) School, students will have a solid academic foundation, will be employable and capable entrepreneurs prepared to participate and lead in a socially responsible competitive local and global economy. Our students will be educational leaders for the community on the areas of safe labor practices and consumer rights, making them advocates and educators. They will experience and create innovative socially responsible indigenous entrepreneurship that furthers the social, political, economic, cultural, environmental, and technological goals for the South Central community.

Who are the members of RISE?

- Teachers who have been teaching at the South Central Community
- Teachers who are alumni of schools in South Central
- Alumni (students) and parents from the high school

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



School Safety & School Culture

The Safety and Security: The highest priority for the Responsible Indigenous Social Entrepreneurship School is to provide a nurturing experience from home to school and back again for every student in our community. RISE will employ the following strategies:

- Through the use of strategic scheduling-classes start later in morning to support families with dropping off younger siblings at local elementary and middle schools.
- Cooperation with community programs such as Safe Passages will ensure afternoon student safety for our students and students at local elementary and middle schools.
- Campus policy-administrators and staff actively present before, during and after school.
- Communication with LAUSD and local Police Department-support through presence

A Culture of Community Learning: The Responsible Indigenous Social Entrepreneurship School (RISE) will be a safe and supportive campus dedicated to social and scientific inquiry. The outcomes of learning will be the continual betterment of our students, our school, and the community we serve. This can only be done through a spirit of collaboration with all stakeholders. By collaboratively creating a culture of community learning, RISE will make aims towards achieving its mission and vision.

Student Life: A day in the life of a student at the Responsible Indigenous Social Entrepreneurship School will be exciting. Every morning students will engage with their advisors to plan and reflect on their goals, academic progress, and preparations for the upcoming day of learning. In their core classes, students will be immersed in projects that promote students to think critically about the world around them. Lessons will connect to each other in interdisciplinary ways. Students will participate in field inquiries, internships, or service learning projects in the community. A student at our school will know and come to love the learning that takes place beyond the classroom.

Extracurricular Activities: Involvement in learning at the Responsible Indigenous Social Entrepreneurship does not end when the bell rings. On any given day students will be involved in a number of activities:

- After School Clubs and Organizations
- Sports
- Field Trips
- Community Presentations of Student Projects
- Campus Tours & Greeting

Instructional Program

Supporting ALL Learners: Every student learns differently, yet there are best educational practices that when employed benefit all learners. The Responsible Indigenous Social Entrepreneurship School will be a campus dedicated to using the following best practices in supporting the success of ALL students. Some of these practices include:

- **Highly Engaging Curriculum** – Students need to be engaged in learning through meaningful experiences
- **Highly Collaborative** – Learning happens when students and teachers are discovering together, and sharing those discoveries with each other
- **Highly Rigorous** – School needs to be challenging at a level that encourages students to work hard, have high self expectations, and take ownership of their learning
- **Highly Relevant** – The material and activities in school need to connect to what students see and experience everyday.
- **Highly Supportive & Personalized** – Instruction needs to be flexible in order to adapt to the needs of each specific learner



The Responsible Indigenous Social Entrepreneurship School will utilize collaborative **Project Based Learning** experiences to help students see the connection between the classroom and the real world. Community indigenous and social entrepreneurship, and labor and consumer advocacy explorations will transform student's into valuable and active agents of their learning and future role in the local and global economic market. Collaboration with University partners, Community Based Organizations, and Local Businesses will support students in their pursuit of viable College and Career pathways that have a positive effect in the community. Utilizing a common framework of instruction school-wide, all students will be supported to think in an interdisciplinary way. Our school will utilize a **Universal Design for Learning**© approach to instruction that allows for:

- Information and content to be presented in many different ways (i.e. hands-on, group-research)
- Demonstration of student learning in many different ways (i.e. presentations, project exhibits)
- Stimulation of interest and motivation of each student in many different ways (i.e. students provided with choice, school clubs, athletics)

When students are able to learn and demonstrate their learning in a variety of different ways, school becomes more engaging and student motivation to succeed increases. This allows:

- **Students with disabilities** – to have access to supports they need while being involved in a highly engaging and flexible curriculum.
- **Socio-economically disadvantaged students** – to utilize resources on our campus to achieve academically regardless of socio-economic status
- **Special needs students** – to have their needs immediately identified and instructionally met using differentiation
- **Gifted students** – to apply their capabilities in a way that promotes the highest level of depth and complexity while maintaining engagement
- **English Language Learners** – to have access to an engaging and rigorous core curriculum that supports and promotes proficiency in academic English
- **Standard English Learners** – to maximize their development of academic English in highly engaging and supportive learning environments

Data Driven – The Socially Responsible Indigenous Entrepreneurship School will utilize multiple sets of data to ensure that the highest quality instruction is matched with student needs. Through the use of Individualized Learning Plans for each student, data will be collected and utilized to ensure that students of all levels achieve their highest potential.

Designing Data-Driven and Student-Centered Programs

What we know about helping students succeed:

- Learning needs to be ACTIVE and ENGAGING
- School needs to CONNECT to the lives of our students
- Parents are VITAL team members in the learning process
- Teachers need to be of the highest quality and committed to the learning of EVERY child
- All students need SUPPORT at every stage in order to guarantee academic and personal success and achievement
- High School Graduation and College acceptance rates need to be IMPROVED

At the Responsible Indigenous Social Entrepreneurship (RISE) School every class and every subject will be taught from a student centered perspective. Projects will be designed with and by students in order to apply the concepts they are learning. Students will become socially responsible entrepreneurs who value their communities' indigenous "local" business practices while they experience rigorous courses that mirror ethical MBA professional programs. They will transform into advocates for their personal educational development and community-economic development. RISE students will be community advocates that will be supported along



career and college pathways that focus on responsible “indigenous” entrepreneurship.

At the Responsible Indigenous Social Entrepreneurship school student will be supported to reach high levels of excellence. Through an engaging curriculum, caring and supportive staff, and personalized learning environment, every student will be known, appreciated and encouraged to succeed. All students will be part of a community of learners that support each other in reaching their academic and personal dreams.

Parent Engagement & Involvement

Authentic Collaboration: Reform in our schools is not possible without collaboration with our students’ families. The Responsible Indigenous Social Entrepreneurship School will work together with families, parents, group homes and wider community to:

- Communicate regularly around their child’s academic progress, utilizing multiple means of relaying information including phone, internet, and in person meetings
- Coordinate with families to schedule necessary services for students with need
- Build community capacity around how to best support the academic needs of their students through parent and community-led workshops and seminars
- Encourage and coordinate opportunities to volunteer throughout the school year
- Provide campus tours for parents and community members
- Continually share out student projects through community presentations, project fairs, and celebrations of student work and accomplishments
- Solicit community feedback throughout the year in a variety of ways
- Develop relationships based on respect and trust through community dialogue

Parents and community members will always be welcome at our campus and play an active role in their child’s education. The Responsible Indigenous Social Entrepreneurship School will continue to cultivate relationships with families in the community in order to ensure that our campus is always welcoming, respectful, open, and focused on what is best for our children.

Staffing

Excellent Teachers & Staff: Studies that suggest that the single most influential factor in determining student academic achievement is the quality of teacher a child receives. It is for this reason that the teaching staff at the Responsible Indigenous Social Entrepreneurship School will be driven by a commitment to the learning success of every child. All staff members will be guided by the school mission and the following 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.
- **Community Collaboration:** We believe that authentic community collaboration leads to transformative school design.
- **Innovation and Excellence:** We believe that teachers should constantly improve their practice to ensure students achieve new levels of success.
- **Social Justice:** We believe that our community deserves better educational opportunities than have been historically provided.
- **Sustainability:** We believe in creating interlinked strength between the four small schools of the Augustus Hawkins campus.

In staffing our school we will consider individuals that embody these CORE beliefs in mind, spirit, and practice.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Aleyda N. Moran-Martinez, Katie Rainge-Briggs, Jaqui Herrera, Enrique Romero, Cynthia Castillo

Applicant Team Contact Phone Number: 323.702.2093



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Applicant Team Contact Email: riseschool3@gmail.com