2012-2013

[C:\DAGS PILOT SCHOOLS REQUEST FOR PROPOSAL]

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C:\DAGS PILOT SCHOOL PROPOSAL

A. MISSION STATEMENT

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To urgently educate and empower the teenagers of South Central Los Angeles to excel through higher education and become transformative leaders of our local and global communities.

B. VISION STATEMENT (1-2 pages, includes Section A)

The Critical Design and Gaming School (C:\DAGS) is a fully-inclusive twenty-first century learning environment tailored for students growing up in a globally complex, information-rich, digital society which rewards resourcefulness, creativity, and innovation. Our implementation of a critical pedagogy of space and place is more per-formative than simply in-formative, more a physical pedagogy planted firmly in our students' lived experiences than simply a classroom examination of written texts.

Utilizing principles of gaming, game design, and spatial analysis, students are challenged by objective- based missions to collaboratively engage in purpose-driven learning. Outcomes call for authentic performances which demonstrate our students' genuine ability to link their knowledge and skills across various formats in blended classrooms. As a result of mastering such skills as systems-based analysis, planning, collaborative learning, conflict resolution, and the ethics of inclusive fair play, each and every one of our graduates will possess the habits of mind, skills, and knowledge to incorporate their unique attributes into the fields of science, technology, engineering, art, and math. Together, they will work to transform any and all oppressive elements within our current reality into a more humane future society. Our school serves as a mainframe, connecting all the spaces of our students' lives into one large learning network that provides timely support and powerful data to help students understand their achievements, their needs, and how to move forward. The learning experiences of our students are enhanced by the resources in the South Central community, organizations throughout Los Angeles, and through global connectivity. Thereby, we guide our students to realize the interconnectedness of academics with traditionally non-school spaces, and likewise, their cultural practices and values with academic spaces.

As students are immersed in complex problems, so too will teachers be immersed in action research around key challenges that arise from the analysis of student work and assessment results. A strong feedback loop to all stakeholders continually challenges growth in habits of mind and advancement toward high standards-based achievement. The students, staff, and surrounding community are intrinsically rewarded with satisfying work, hope of a better future, social connection, and meaningful action. Together, we experience the fiero of gaming while achieving Freire's ideals.

C. SCHOOL DATA PROFILE/ANALYSIS (2-3 pages)

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.

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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.

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

In 2010, 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 Preparatory 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

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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 experiences more meaningful. 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 to expand this glimmer of hope.

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).

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D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL (1-2 pages)

It is vitally important to place student need at the center of all decision-making processes by allowing the people who know the students and their needs to make those decisions. The small school size (500 students) of **C:\DAGS** will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal our process for identifying, addressing and evaluating success with meeting student needs has been identified. The key components of this process require additional time and commitments on the part of our teachers. The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments, and the autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and allow time for teachers to do this additional work. In addition to the curricular components, **C:\DAGS** teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data.

The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide **C:\DAGS** with the flexibility needed to engage all teachers in a summer-time pre-opening Teacher Orientation, daily professional development/collaborative planning meetings, and additional professional development retreats during the semester break and end of the year. While the plan is to use opening funds and Title I money (upon submission of our Single School Plan for Achievement) to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

C:\DAGS has researched a variety of educational and school governance models. Based on our research, we believe the Pilot School model is the most powerful transformative model when properly implemented by a visionary and dedicated design team and supported by innovative school districts. We believe the families and students of Local District 7 in LAUSD deserve greater access to the transformative schooling experience offered by school staff with Pilot autonomies.

We understand that as a Pilot school we will earn more autonomy and be held to very high accountability standards. We will be expected to be a model of educational innovation and accountability and to serve as a research and development site for effective urban public schools.

Pilot schools, while adhering to federal and state education policy, exercise maximum control over:
- Staff selection

- Budget control

- Autonomy from central office curriculum requirements: teachers craft content, have flexibility over teaching and assessment practices

- Professional Development

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· Governance

· Autonomy to set the length of the school day and year for both students and faculty

The autonomies of the Pilot school model will allow us to fulfill our five core values:
1. Student Centered
2. Community Collaboration
3. Innovation & Excellence
4. Social Justice
5. Sustainability

We detail our use of the autonomies to fulfill these values throughout all sections of this Instructional Plan.

E. PILOT SCHOOL TRANSFORMATION (10-12 pages)

9. Curriculum, Instruction, and Assessment

The Instructional Program described herein is an essential component of the school-wide vision that goes beyond the traditional school structure, requiring extensive collaboration between departments and across disciplines. C:\DAGS will utilize the autonomy over curricula to ensure the successful implementation and sustainability of these school-determined methods to improve pedagogy and student achievement.

For students to become empowered, they need spaces for exploration and action while also finding places for reflection, recognition, and affirmation. Paulo Freire explained that, "to exist, humanly, is to name the world, to change it...Human beings are not built in silence, but in word, in work, in action- reflection" (Freire, 1970). As a learning laboratory, C:\DAGSin an active workshop, offering spaces for students to investigate, discover, and create. Spaces in and around the classroom will be tools used in the creation of humanized places at school. Students' exploration of content knowledge will lead them through their classrooms, our local community, and the global communities and virtual worlds of social networking and gaming.

C:\DAGS is joining a growing movement of researchers, policy makers, and educators who are all turning to games and gameplay as ways of engaging students in meaningful curriculum and preparing students for life outcomes into and beyond college (Davidson, 2011; Salen & Zimmerman, 2008; McGonigal, 2010; Gee, 2011; Gee, 2006; Jenkins 2008). Canonical educational theorist, John Dewey (1916), also pointed to play as a useful tool to engage students in meaningful inquiry. Flannagan writes of "games designed for artistic, political, and social critique or intervention, in order to propose ways of understanding larger cultural issues as well as the games themselves" (2009).

At the 2006 Summit on Educational Games, researchers and education leaders credited video games as "able to teach higher- order thinking skills such as strategic thinking, interpretative analysis, problem solving, plan formulation and execution, and adaptation to rapid change" (Federation of American Scientists, 2006). Video games are the medium of attention for youth (Roberts, Foehr, and Rideout 2005).

In a study of learning during in-class activities, Haystead and Marzano found that "using academic games in the classroom is associated with a 20 percentile point gain in student achievement;" games with low- stakes consequences targeted at specific academic content demonstrated the most learning effectiveness according to the study (2009). Similarly, action

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research projects that engage students in Alternate Reality play show initial data signaling positive affects of game play on eco-literacies and development of twenty-first century literacy skills (Niemeyer et al., 2009). Kurt Squire studied low- income African American high school students engaged in playing Civilization III. He found that, especially among those reported to be the lowest performing students, the participants "developed new vocabularies, better understandings of geography, and more robust concepts of world history" (2004).

Presently, a key exemplar of one way to implement a pedagogy of transformative social play within public schools is Quest to Learn: a school based in New York that utilizes "game-like" learning to develop "an innovative pedagogy that immerses students in differentiated, challenge-based contexts, the school acknowledges design, collaboration, and systems thinking as key literacies of the 21st century" (Institute of Play, 2009).

Like Quest to Learn, C:\DAGS will engage public school students in game design and play to reinforce academic and critical literacies. In addition, C:\DAGS approaches education from a co-curricular and multi-grade level integration strategy. By integrating core English and math courses with each other as well as other A-G requirements and electives, C:\DAGS emphasizes literacy and numeracy growth and intervention in ways that capture student's imaginations. As young people play video games, they perform complex tasks in interactive, highly immersive, multimedia-driven environments. These complex tasks include trying to find a diplomatic solution to the Israeli–Palestinian conflict (Peace- Maker), building environmentally sensitive communities (SimCity), managing complex social relationships (The Sims 2), navigating virtual worlds they create (Second Life), or running political campaigns (Political Machine) or football franchises (NCAA Football 08). Don Menn (1993) claims that students can remember only 10 percent of what they read; 20 percent of what they hear; 30 percent of what they both see and hear if they see visuals related to what they are hearing; 50 percent if they watch someone model something while explaining it; but almost 90 percent if they engage in the job themselves, even if only as a simulation.

Underlying Theory

Our Common Core standards-based 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. We will provide students with multiple learning contexts for engaging in game-like learning, contexts for receiving immediate feedback on progress, access to tools for planning and reflection, and opportunities for mastery of specialist language and practices. Our design is based on research in the learning sciences, situated learning, and systems thinking.
Learning Sciences through Gaming and Design

In recent years, a new field around video games and learning has emerged from the learning sciences. Building on the premise that learning is an immersive process mediated by social activity and technological tools, games and learning researchers have begun to show how the design of video games imbed effective learning principles in highly motivating contexts (Torres, 2009). This approach to learning and assessment is based on socio-cultural principles that view learning as a result of the interactions among people (novices and experts), technologies, knowledge, behaviors, beliefs, symbols, rules, culture, and space.

The most common teaching strategy in American high schools is initiation/response/evaluation, which asks students low-level inferential questions concerned with attaining the right answer (Christoph and Nystrand 2001). Current national-assessment trends also reflect an adoption of information processing, with the core of the No Child Left Behind Act (2001) serving as an accountability system that assumes that knowledge and knowing can be stored in the mind and appropriately captured through standardized measures. The resulting prevailing instructional strategies mimic computer-like learning constructs such as memory, storage, and retrieval (Anderson, Reder, and Simon 1996; Driscoll 2005). This current

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cognitive theoretical stance that learning and knowledge are computed and stored in the minds of individuals, just like information is stored in the hard drive of a computer, is starkly contrasted by the findings from the learning sciences.

Situated Learning

A situated-learning view stipulates that learning is realized as a result of the interactivity of a dynamic system and cannot be computed solely in the head. Meaning is produced as a result of humans' social nature and their relationships with the material world of symbols, culture, and historical elements. This view of learning as situated emerges in part out of the notion of communities of practice (Lave and Wenger, 1991). Practices are learned over time and exercised in diverse localities that could include domains such as families, disciplines such as physics, and sports such as soccer. Participation in such communities leads to the learning of not only skills and acquired knowledge, but also the particular cultural and social practices of the communities (Klopfer, 2008). Taking this interactivity approach means that learning domains, their respective contexts, and the assessment tools that students and teachers use to decompose and make meaning are carefully designed to ensure that students engage in situated and authentic, real-world learning experiences.

Systems Thinking

A system is an entity designed by humans or by nature that maintains its existence and functions as a whole through the dynamic interaction of its parts (Assaraf and Orion, 2005). Driven by a common purpose, the interrelationships among the variable parts are connected by a feedback loop (Torres 2009). There are social systems, technological systems, and natural systems. Systems-thinking has been identified as a skill necessary in the twenty-first century (Federation of American Scientists, 2006).

In our increasingly complex world, true civic participation and educated policy decisions rely on "design thinking" that focuses on intra- and intersystem relationships and patterns as well as on the intended and unintended consequences of local actions within a complex system. To be effective citizens, we must understand how the complex systems that we design interact with other designed and natural systems in complex ways.

Alternative Curriculum, Programs and Resources (if applicable)

C:\DAGS has developed unique and innvative partnerships around bringing authentic Game Based Learning, Design Thinking, and Project Based assessment to life in the classroom. In heling teachers to understand how a Game Based approach to learning actually plays out in the classroom, we have partnered with GameTrain Learning, a non-profit that provides professional development to our staff.

In our attempt to incorporate Critical Design Methodology in the curriculum, C:\DAGS has partnered with the Pearson Foundation's New Learning Institute and the Common Studio. Through this partnership, teachers have been provided opportunity to experience design methodology, creative project development, and engaging lesson ideas through professional development.

C:\DAGS has also partnered with LMU's Center for Urban Resilience to incorporate authentic, interdisciplinary Project Based learning. This partnership has provided staff with opportunities to incorporate Urban Ecology curriculum into the core content. It has also provided staff with insight into how to engage students with experiential STEM learning, the type of learning that has the possibility to lead towards more community and civic engagement.

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Assessment Plan

Immediate Feedback

High quality feedback to students is one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007). For learners to develop understanding, they must be challenged to make sense of their ideas through ongoing questioning and rethinking of their answers and processes, given continual feedback. Not only must we provide students with clear objectives and explicit standards of excellence for products that will meet those learning goals, we must also continually provide timely student-friendly feedback to support students in producing high-quality work that meets our high standards. Insight comes from refining earlier ideas. Therefore, by building our students capacity to think things anew, we build their capacity to deeply understand (Wiggins & McTighe, 2007).

We will assess our students from the beginning; provide continual feedback along with immediate opportunities to refine their work; make adjustments in our plans in response to results; provide "just- in-time" instruction; and deliberately promote self-assessment and self-adjustment through activities that demand such reflection and transfer so that students become increasingly confident that they can meet our high standards.

Inclusion and Universal Design for Learning

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

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

Over the past 15 years, the Center for Applied Special Technology has developed Universal Design for Learning (UDL) through an ongoing program of research and development. 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. 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.

  Incorporating UDL into our instructional framework will allow us to provide instruction that is accessible to a wide range of students. 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 SCA schools. Reliance on printed materials and scripted curricula, with their lack of flexibility for 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). Many educators and researchers have begun to

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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 an educational resource. Field-based experiences are crucial because learning outside of school engages students in activities situated in real-world cultural contexts (Fusco, 2001). Bouillion and Gomez (2001) found that when urban schools partner with the surrounding community to solve local problems, students are more likely to take to ownership of their learning and tend to be engaged in the scientific process. The Urban Ecology Institute and the Lynch School have found that field-based learning in the urban context increases student self- efficacy, interest in science and sense of stewardship. (Barnett et al., under review, Barnett et al., in press). These studies also suggest that urban students might be motivated to learn science, as well as other core subjects and achieve at high levels when the curriculum is centered on their interests and involves them actively in the doing of learning within their own community (Rahm, 2002).

Full engagement in a supportive, inclusive school climate fosters healthy identity development and positive intergroup relationships through strategies such as curricular material across all courses that speak to the histories and contributions of our students' cultures and intentional outreach for extracurricular and club activities that seek participation from all subgroups. Well-designed activities that intentionally build relationships across groups can end the social and structural isolation of English Learners. Empowering pedagogy incorporates explicit leadership development components that help students develop as responsible cultural brokers and bridges for their community (Olsen, 2010).

Research-based best practices help all students to achieve. Crucially, our instructional approach takes into consideration that we must address the needs of our most at risk populations in order to have true successful reform efforts. Our commitment to these most marginalized students is at the heart of our inclusive plan to couple high expectations with high levels of support throughout every minute of the day.

Academic Achievement through Games

Games can be used to provide experiential context, within the PAR pedagogy, for students to develop understanding of a topic, issue, or principal. Discussion and reflection will also occur in places external to the game so that students can recognize the game as part of a larger body of knowledge. To this end, games can be viewed as systems of research, documentary, manipulation, ideology, point-of-view, and reflection.

10. Schedule and Calendar

C:\DAGS will evaluate the effectiveness of our current 8X2 schedule and collaborate with stakeholders and our sister schools (RISE and CHAS) to maintain, modify, or replace the schedule for the following year in order to best meet the needs of our students.

C:\DAGS will collaborate with stakeholders, and our sister schools (RISE and CHAS), to assess the degree to which the LAUSD calendar meets the needs of our community and utilize pilot school autonomy to implement any needed modifications.

The C:\DAGS 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;

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3. Advisory (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.

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.

Grade 9 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
English 9	Algebra 1
Geometry	Art & Music 1
Game Design 1	Social Studies
Physical Education	Physics

Grade 10 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
English 10	Spanish 1
World History	Art & Music 2
Game Design 2	Physical Education
Algebra 2	Chemistry

A student's first year at C:\DAGS introduces students to game-based learning as they acquire skills and experiences operating in a project-based system of Linked Learning.

English 9 & Algebra 1 Block: Using the Algebra Project Curriculum, students will engage in examination of the community and how the language of math is present throughout the community. They will develop this linguistic approach to mathematical expression, as well as narrative development in their English classes.

Geometry & Art/Music Block: Geometry influences artistry, either in its replications of or in its deviations from the real world. Students will use geometric principles in order to replicate real world spaces and sounds into digital environments. The measures of distance and curves along with the measures of rhythm, melody, and beats become essential tools for student creation and exploration as they understand and define the

The second year at C:\DAGS focuses on the natural essence, historical implications, and cultural significance of gaming.

English 10 & Spanish 1 Block: Students continue to develop proficiency with ELA content standards while comparing and contrasting English with the Spanish language. Students will also recognize how gaming has influenced languages while the use of regional languages reciprocally affects the development of gaming in different cultures.

World History & Art/Music 2 Block: Students explore the role that technologic advancements have in world history, including the development of regional art, instruments, and cultural representation.

Game Design2 & Physical Education: Students continue to develop games although now partnering game development with physical activity and fitness. Students' progress connects real-world game enactments to digital environments as they are formally introduced to algorithmic code writing

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surrounding physical spaces and places.
Game Design 1 & Social Studies Block:
Students practice critical media literacy while analyzing the role technological tools have in spreading messages. Students use action research inquiries concerning issues in their community, utilizing GIS mapping technologies to help present data findings on the research they have gathered. Students subsequently design games informed by their inquiry action research.
Physical Education & Physics Block:
Physics integrates the mathematics of motion into the Physical Education curriculum.
Students will practice predicting and reflecting upon the actions that they themselves enact.

involved in computer programming.
Algebra 2 & Chemistry Block: Our Content Domains of The Way Things Work and Being, Space, and Place are the focus for students as they practice calculation skills through experimentation. The sequences of the scientific method are highlighted by the continuation of the Algebra Project Curriculum.

Grade 11 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
AP Composition & American Literature	AP U.S. History
Spanish 2	Art & Music 3
Game Design 3	AP Biology
Trigonometry & Math Analysis	ROP Career Pathway

Grade 12 Schedule

Per. 1,3,5,7	Per. 2,4,6,8
AP Literature & World Literature	AP Government/ Economics
Game Design 4	Art & Music 4
AP Calculus	ROP Career Pathway
Internship	Internship

The third year at C:\DAGS is the formative year for students to focus their skill sets towards designing a pathway beyond our school

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AP English Language and Composition & AP U.S. History Block: Students will investigate history and language with critical media and cultural analysis, highlighting the roles that technological advancements and cultural gaming have played in the development of the United States.
Spanish 2 & Art/Music 3 Block: Students will be encouraged to explore different cultures practices and understandings of community and sustainability. This cultural exploration, with specific foci on the Latin and African-

The final year at C:\DAGS begins a student's final rite of passage, highlighted with an epic, student created gaming event.

AP English Literature and Composition & AP Government/Economics Block: Students continue to utilize critical media literacy as they examine the political power of media, including recent world events that showcased mobile technologies and social media networks as political tools.
Game Design 4 & Art/Music 4 Block:
Students utilize the game design skills they have accrued in order to fully create large-scale game events. The planning, production, and implementation of these events incorporate the performance artistry of set

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American influences, will be primarily through language, music, and art as these are often the transmitters of deep cultural knowledge.

Game Design 3 & AP Biology Block: The study of life is compared and contrasted with the building blocks of game design. Game design includes the invention of physically active games, strategic games such as board games, and digital games. Students will also engage in measuring their own life systems while participating in games, such as comparing heart rates during competitive gaming against heart rates at rest. Students will also participate in established games such as Fold-It.

Students as game designers progress to programming that includes scientific simulations.

Trigonometry/Math Analysis & ROP Career Pathway Block: As students continue to define their pathway beyond **C:\DAGS** they may elect enrollment in Media and Design Arts Pathway or Engineering Design Pathway through ROP course offerings.

design, musical composition and recording, and filmmaking.

AP Calculus & ROP Career Pathway Block: As students continue to define their pathway beyond C:\DAGS they may continue to elect enrollment in Media and Design Arts Pathway or Engineering Design Pathway through ROP course offerings.

Internship Block: After three years of training and experimentation and with the guidance of community partnerships, students begin gaining experience in the world beyond **C:\DAGS** as they participate in internships.

11. Staffing

First Year Staffing Needs

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

- Small School Principal (Temporary Advisor)
- Guidance Counselor
- 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 C:\DAGS 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.

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- 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 C:\DAGS 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
- Bridge Coordinator (out of classroom teacher)
- Safety Coordinator/Athletic Director (out of classroom teacher)
- 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 B-4.c. Social and Emotional Needs). We will also make referrals for continuing services and programs to outside agencies.
- School Psychologist (2 days/week) - Participate on Student Study Teams at each small school. Conduct psycho-social assessments to determine eligibility for special education.
- Librarian/Media Literacy Specialist - Collaborate with teacher teams to support the learning of the students within each school. Conduct PD for teachers on media literacy. After the first year, the Librarian will also collaborate with the Parent/Resource Liaison to expand library services to families and the community.
- Plant Manager - Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school.
- School Police - Since our campus of 2000 students is in an area with high levels of gang activity, it is critical to have on- campus police support. The School Police will work closely with the Safety Coordinator to create and implement a campus-wide safety plan and facilitate a safe community policing environment.
- Campus Aides - Support the Safety Coordinator and School Police.
- Building & Grounds Facilities Attendants Gardeners - Keep the school buildings and grounds clean.
- Food Services Manager and Workers - Manages/work in the cafeteria

Second Year (and beyond) Staffing Needs

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

Success at C:\DAGS hinges on the teachers we hire. They have the desire to work collaboratively, the experience in doing so, and the capacity to integrate game design and systems-based content, issues, and perspectives with state standards. C:\DAGS will require "mutual consent" between our school and all applying employees.

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. To ensure stakeholders have a voice in staffing, Shared Decision Making will

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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.

C:\DAGS 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.

Our plan is 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.

c. Performance Reviews.

• 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.

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At the foundation, the professional culture will be informed by the Schools for Community Action 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.

C:\DAGS's experienced teachers must share the school's vision for game-based learning and academic rigor. Our teachers strive to work collaboratively, will have the experience in doing so, and are given the capacity to integrate game design and systems-based content, issues, and perspectives with state standards.

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 (Wiggins & McTighe, 2007).

12. Professional Development

In order to implement the long-term initiatives necessary for true reform, the school will be a learning community with a culture of trust and mutual dependency in which everyone at every level of the school is working toward continuous improvement. Professional development will be embedded in practice and intertwined with the attainment of our goals (Fink & Resnick, 2001; Glickman, Gordon, & Ross-Gordon, 2007).

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 Single Plan for Student Achievement (SPSA) that is mutually agreed upon by all stakeholders. After coming together in a laboratory of democracy to collectively decide on initiatives that lead to explicit measures of success, everyone involved will be invested in collaboratively achieving our shared goals.

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

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

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

Together, we can all continually improve on our abilities to adapt and change effectively to roadblocks that come up in the implementation of our plans. For example, the current economic crisis has exacerbated the marginalization of our students by causing more stress, a lack of resources, and greater accountability, leading to increased violence, larger class sizes, and a need to prioritize spending. By bringing the community together through our laboratory of democracy, we can share the funds of knowledge that exist within our families to better meet our communal needs.

13. School Culture

Epic Challenges for Meaningful Student Outcomes
We will engage our students in interacting within the community through three different ways: Epic contexts for action: collective stories that help us connect our individual actions to a much bigger mission, Epic environments: vast, interactive spaces that provoke feelings of curiosity and wonder and Epic projects: cooperative efforts carried out by participants on massive scales, over months or even years.

Description of School Culture
We will include secret missions within the school. For instance, a book could contain a secret code, every room a clue, every handout a puzzle. A learning environment where students get to share secret knowledge, turn their intellectual strengths into superpowers, tackle epic challenges, and fail without fear is the goal of this aspect of C:\DAGS. All members of the C:\DAGS community hold high expectations for all students. When students play games, they will reflect on their learning within them. All members of the C:\DAGS community are encouraged to take risks, make meaning, and act creatively and resourcefully. School is a practice space where the life systems that students inhabit and share with others are modeled, designed, taken apart, and reengineered as a strategy for learning.

Habits of Mind
We will use several of the Habits of Mind from Costa and Kallick (2000) to guide the way students, and our school staff, approach thinking and learning. These Habits of Mind include: persisting, thinking and communicating, managing impulsivity, and an overall mindset of thinking

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flexible and critically. The use of the Habits of Mind across the content areas will demonstrate our commitment to fulfilling our school's mission. As students and teachers take ownership of and understand the Habits of Mind, they will be expected to use the Habits of Mind as a natural lens for study and life.

Student-Led Conferences
Student led conferences beginning in the 9th grade and continuing through 12th grade will serve several purposes. Students will prepare a presentation to present to their parent (caregiver or adult support) regarding their current progress and goals. Parents will receive the presentation and learn information about how to support the student. Advisors and counselors will be present to support students in preparing and leading the student led conferences.

Student-Focused Culture
Our school culture will be inextricably connected to our Mission and Vision, as we seek to focus on Inclusion, Recognition and Exhibition. We will: refine skills students have acquired and teach new skills, enrich the knowledge they have amassed to further develop Habits of Mind and foster a strong moral character to be exemplary citizens.

A student-focused culture of continual improvement depends on the gathering and analysis of data on student achievement, instructional practice, and goal implementation. Embedded as part of our culture, we will monitor effectiveness of policies, test perceptions, examine issues of equity and access, and learn together as a team working to improve the achievement of all our students. The critical pedagogy of C:\DAGS is intent on fostering dialogue and nurturing relationships that empower students in classrooms, effectively aiding student achievement towards academic and social success. Our classes will offer students both spaces in which to explore and places in which to reflect. Our advisories, morning lab, and after-school program will provide additional places of support for our students to maximize their learning success.

14. School Governance

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 be contributive members.

English Language Advisory Committee (ELAC): The ELAC will advise and make recommendations to the Governing Council on four legally required topics: a) the Single Plan for Student Achievement (SPSA), b) Needs Assessment, c) Language Census, and d) efforts to make parents aware of the importance of regular school attendance. Teacher participants will work with parent participants to actively reach out to more parents and community members to continually increase participation. One elected parent member from School Site Council (SSC) will also participate as a member of ELAC.

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

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

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

Professional Support Committee (PSC): The PSC will advise the Governing Council on teacher assessment and professional development. The PSC establishes the selection criteria and job description for peer observers/mentors, reviews applications from teachers, makes final selections, and evaluates the performance of observers/mentors. The PSC coordinates needs-based professional development (such as action research, guided inquiry, workshops, and conferences) and infuses the professional development into the teacher assessment. One elected member of SSC will also participate as a member of PSC.

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

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

15. Budget

C:\DAGSwill continue to utlize per-pupil budgeting to provide the greatest flexibility in utilizing limited resrouces to meet the needs of our students and implement our plan to the fullest degree possible. We will continue to seek outside resources through grants and partnerships.

16. Family and Community Engagement

Vision for Engagement
As reflected in our core values and evidences in our history, community collaboration is at the heart of our vision for the Critical Design and Gaming School. We understand that, in order for our children to be as successful as possible, it is necessary for us to recognize and then meet the needs and expectations that community members have for their schools. The design team recognizes that all peoples learn from the covert and overt things we see. As educators this includes familiarity with not only the academic data of our community but also the qualitative data of the community's experience. These experiences of the community, shared in detail through our community outreach programs, reflect the belief that "the various knowledges, Discourses, and literacies that youth bring and experience in school" (Moje et al., 2004) can combine with a critical pedagogy of space and place to acknowledge that "experience has a

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geographical context" and "the way to admitting critical social and ecological concerns into one's understanding of place, and the role of places in education" (Gruenewald, 2003) is to include the assets our students' and our community into the design and implementation of a new school.

Strategies to Engage Parents and Guardians
A truly welcoming environment is required for the Critical Design and Gaming School. Too often, "parental involvement" simply means keeping the school open for a few extra hours a handful of times each year. At C:\DAGS 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 Advisory 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.

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

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

Rites of Passage Ceremonies and Celebrations: To mark each student's progress and yearlong journey from one grade level to another, parents/caregivers will be invited to celebrate. Ceremonies will be student designed and performed, highlighting C:\DAGS' 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 and Guardians
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.

College Workshops: Our university partners will support our C:\DAGS campus-wide support for 11th graders researching colleges, meeting application deadlines, identifying financial aid sources and completing applications. An annual C:\DAGS College Workshop, offered in English and Spanish, will support students and their parents/caregivers with the range of university and

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college systems and with financial aid resources. C:\DAGS will specifically invite colleges and universities with programs related to our pathways.

Adult Education: Through our summer 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

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

F. SCHOOL PLANNING TEAM (2-3 pages)

1. Who are the members of your planning team?

Peter Carlson:
Peter recently received a Masters of Education in Urban Teaching from the Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA). His masters' inquiry focused on the critical use of space in education. Since 1997, he has engaged with students in order to create respectful classroom communities that value practice and experience, high academic and social expectations, and offer spaces for student empowerment. Peter has authored and co- authored curriculum for courses in Speech and Debate, Broadcast Journalism, and Film: An Integrated Art. Peter is intent on implementing innovative curriculum that enhance student learning beyond traditional classroom spaces. He has received multiple grants for curriculum writing and student projects. Peter teaches English at Manual Arts High School.

Samantha Diego:

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Samantha is an undergraduate student at the University of California Santa Barbara, where she is double majoring in English Literature and Japanese. Prior to UCSB, Samantha attended Manual Arts High School where she, along with Antero Garcia, co-taught a semester. During this semester, Samantha helped her fellow peers write a 50,000 word novel for National Novel Writing Month (NaNoWriMo). In addition to co-teaching a course, Samantha was the guest speaker at an adult school night class, where she spoke about the difficulties urban youth face in terms of college education. Following UCSB, Samantha hopes to enter a graduate program and pursue a teaching career before devoting her time to creative writing.

Antero Garcia:
As a doctoral candidate in the Urban Schooling division of the Graduate School of Education and Information Studies at UCLA, Antero's research focuses on developing critical literacies and civic identity through the use of mobile media and game play in formal learning environments. In 2008, he co- developed the Black Cloud Game. A Digital Media and Learning Competition award recipient, the Black Cloud provoked students to take real time assessment of air quality in their community. Using custom- developed sensors that measure and send data about air quality, students critically analyzed the role pollution played in their daily lives and presented recommendations to their community. Antero is a 2010-2011 U.S. Department of Education Teaching Ambassador Fellow, providing teacher input and feedback on national education policy initiatives. He is an English teacher at Manual Arts High School in South Central Los Angeles. Over the past six years that he has taught, his curricular goals have been constant: provide the inner-city students I serve with the necessary tools to engage civically and be able to critically read and write in their post-secondary careers.

Andre Hargunani:
Andre has a Computer Engineering degree and programmed computer games before becoming a math teacher in South Central Los Angeles. At Manual Arts, he has taught every course in the math sequence from Algebra 1 through A.P. Calculus. As the Data/Testing Coordinator, he promoted the integral value of data analysis in raising student achievement and organized unusually smooth administrations of the standardized tests. Now as the Math Instructional Coach, he supports math teachers in providing a meaningful math education to their students. Last year, Andre successfully promoted the implementation of the Algebra Project, an experience-based culturally-responsive curriculum and pedagogy, across all ninth-grade Algebra 1 classes. As a result, the percent of ninth-grade students achieving Proficient or Advanced on the Algebra 1 CST more than doubled, which was the largest gain in scores among all other ninth-grade courses and among all other math courses. Now Andre is helping the Geometry teachers to adopt this meaning-making pedagogy. Andre has a Masters in Education and Tier 1 Administrative Credential from the Principal Leadership Institute (PLI) at UCLA's Center X.

Travis Miller:
Travis has taught ninth grade English at Manual Arts High School for 11 years. In that time he has served multiple terms on the School Site Council and the Shared Decision Making Committee, chaired the English department, and participated in the hiring of numerous teachers and administrators. He is a founding design team member of the School for Global Awareness small learning community, the Freshman Preparatory Academy, and the award winning Manual Arts Human Rights Club. He is certified by the Echo Center as a Nonviolent Communication Parenting and Education educator and recently earned a Master's degree in Urban Education from UCLA. Travis and his wife have two children in elementary school.

2. *How were parents and the community engaged in the development of the plan?*

History and Experience
The C:\DAGS design team members are educators that have collectively taught, lived, and grown up in south central Los Angeles. Design team members are driven by a core value that authentic community collaboration leads to transformative school design. We take seriously our accountability to the public and the public's accountability to the school. This core value comes from each team member's history and experience serving and growing in the community. The collective experiences of the design team members include designing and implementing engaging and socially relevant curriculum in the classrooms while creating authentic relationships with students and families. The team members are passionate about creating and implementing engaging and challenging curriculum for students. This passion drives our commitment to enable all students to achieve academic and social success. This commitment demands efforts to effectively and regularly communicate academic goals, expectations, and progress with students and their families. Each team member has consistently worked with other teachers, administrators, and counselors to create alternative academic intervention plans based on formative assessments for students' struggling to understand essential concepts. Furthermore, we understand that the success of any school is integrally linked to the success of the community around the school. In February 2011, the C:\DAGS design team began to plan strategies for engaging community members in this process of designing the best public school options for parents and guardians and their children. These strategies included monthly community meetings held at the Southern California Library over the summer, 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 parties, and sharing our progress and planning through online networking like Twitter and our webpage. These efforts and the recent experiences they offered strengthened our 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 break, the C:\DAGS design team members 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 would participate in community walks a week before each meeting was to be held. On these community walks, design team members went door to door through the neighborhoods that will feed into the Augustus Hawkins Schools for Community Action campus. These home visits not only informed community members about he 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.

These community meetings were initiated to provide a space to have genuine dialogue with members of the community. The meetings were designed to model the classroom practices utilized by design team members. At these meetings, design team members worked with community members in small groups analyzing recent qualitative and quantitative data gathered from Manual Arts High School. Each small group would culminate their discussion with a presentation in 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.

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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 present at the meeting felt confident declaring the following:

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

contact information offered by meeting participants in order to share monthly newsletters and Twitter feeds.

G. IMPLEMENTATION (2-3 pages)

The information in this plan is excerpted from the approved Public School Choice plan for C:\DAGS, which can be viewed in its entirety at http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_C:\DAGS_Proposal.pdf. The appendix can be found at: http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_C:\DAGS_Appendix.pdf.

We have chosen the pilot model of school governance to allow us to continue the implementation of our original C:\DAGS plan and the realization of the mission of Schools for Community Action on the Augustus Hawkins campus.

C:\DAGS has established our School Site Council and written our SPSA. As a pilot school, we will expand our School Site Council into a combined SSC/SDM council.

Implementation Timeline

Date	Activity	Persons Responsible
February-July, 2013	CDAGS Staff participates in Pilot School Implementation Workshops led by UTLA and LAUSD	Design Team Members
February-April,	CDAGS staff collaboratively develops the Elect	Design Team

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2013	to Work Agreement, guided by core values, mission and vision	Members
April-June, 2013	Interview and select candidates for open teacher and clerical staff positions	Hiring team
July-August, 2013	CDAGS Staff participates in Professional Development designed with core values, mission and vision in mind	Design Team Members
September, 2013-June, 2014	Implementation of approved proposal	CDAGS Staff

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.

H. REQUIRED ATTACHMENTS

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit.

1.   Attachment A (Letter of Intent / Information Sheet)
2.   Attachment B (Elect-to-Work Agreement)
3.   Documentation of Voting Results

ATTACHMENT B

ELECT-TO-WORK AGREEMENT DRAFT
(TO BE COLLABORATIVELY DEVELOPED IN SPRING, 2013)

When hired and no later than April 15 annually thereafter, each Pilot School UTLA-represented staff person is required to sign an Annual Elect to Work Agreement.   The Elect to Work Agreement should include the following areas included in this template. Since teachers elect or choose to teach at a Pilot School, it is essential that each school clearly outline the working conditions, terms and expectations for employment.

SCHOOL NAME: Critical Design and Gaming School (C:\DAGS).

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-2014

1) Introduction

August 3, 2012

I, _____ am voluntarily electing to work at **Critical Design and Gaming School (C:\DAGS)** I am signing this Elect to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

> **Critical Design and Gaming School (C:\DAGS)** is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by **Critical Design and Gaming School (C:\DAGS)** and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Elect-to-Work-Agreement states the more important terms and conditions.

2) **Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)**

> I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

> I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

> I shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) **Terms of employment**

> ➢ *Include the length of the instructional day, school day and workday:*
>   ***TO BE DETERMINED, SPRING, 2013***
> ➢ *Include the length of the instructional year and work year and school calendars:*
>   ***TO BE DETERMINED, SPRING, 2013***
> ➢ *Include the following language at the end of this section:*
>   In addition, supplemental hours and tasks necessary to complete the mission of the **Critical Design and Gaming School (C:\DAGS)** may be required.

4) **Responsibilities: BELOW IS AS DRAFT OF RESPONSIBILITIES. THIS WILL BE COLLABORATIVELY DEVELOPED AND EDITED IN THE SPRING OF 2013.**

Commitment to Implement the School Plan

Below you will find a list of things that outline some of the expectations for faculty and staff that are integral to successfully implementing each small school plan here at the Augustus Hawkins Campus.

August 3, 2012

1. An hour of professional development and collaboration time at the close of every school day.

2. Participation in at least one leadership, decision-making, or governing council.

3. Collaboration and common planning with colleagues during conference periods

4. Mentoring of students around social/emotional well being, academic counseling, college and career planning during advisory period.

5. Participation in trainings and professional development beginning this summer and throughout the year that provide necessary skills sets and time to dialogue and build capacity around implementing the innovative school plans successfully.

6. Involvement in community and family events sponsored and hosted by the small schools on campus outside of the traditional back to school and parent nights.

7. Modeling the Core values of our Schools in ALL that you do as a representative of the Schools for Community Action

    a. Student Centered

    b. Community Collaboration

    c. Innovation and Excellence

    d. Social Justice

    e. Sustainability

8. Other duties assigned by the Administrator.

Commitment to Implement the School Plan

Our school's design plan outlines a coherent and consistent academic program based on the best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment. The full plan can be found at: http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_CDAGS_Proposal.pdf. The appendix can be found at: http://publicschoolchoice.lausd.net/sites/default/files/SRHS3_CDAGS_Appendix.pdf.

By my signature below, I acknowledge the following:

August 3, 2012

- I have received and read the approved professional development and instructional plan for **Critical Design and Gaming School (C:\DAGS).**

- I understand and commit to support the expectations, goals and vision embedded in the approved **Critical Design and Gaming School (C:\DAGS)** plan.

- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at **Critical Design and Gaming School (C:\DAGS).**

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

> *Pilot Schools may choose to develop additional teacher evaluation measures that will enhance the pilot school. If applicable, please include.*
> ***TO BE DETERMINED, SPRING, 2013***

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

CTTP 051112

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process

> *Include the Pilot School's dispute resolution process, using the Pilot School dispute resolution guidelines as a resource*
> ***TO BE DETERMINED, SPRING, 2013***

7) Transfers (voluntary and involuntary)

> *The following language should be included:*

August 3, 2012

You may transfer from **Critical Design and Gaming School (C:\DAGS)** at the end of each school year.   Similarly, **Critical Design and Gaming School (C:\DAGS)** may unilaterally transfer you at the end of each school year. You will be transferred to a vacancy for which you are qualified at a school within the geographic area in which **Critical Design and Gaming School (C:\DAGS)** is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

➢ *The following language should be included:*

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

➢ *The following language should be included:*

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

_____   _____
Employee Name / Employee #   Date

_____   _____
Principal   Date

August 3, 2012

CDAGS

December 10, 2012
2:40 pm

15 Yes pilot
3 No pilot
1 No vote cast

79% Yes

(Aleyda Moran)

(Patricia Hanson)

(Travis Miller

August 3, 2012

August 3, 2012