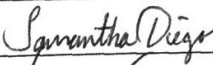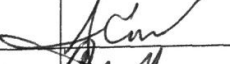**South LA HS #3 (Augustus Hawkins)**
School for Community Action #1
Critical Design and Gaming School (C:\DAGS)

FINAL LETTER OF INTENT

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

APPLICANT TEAM INFORMATION

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):
Schools for Community Action #1: Critical Design and Gaming School

Address: 1383 W. 38th St Los Angeles, CA 90062	Phone Number: 310-699-8030
Website (if applicable) www.schoolsforcommunityaction.org	Email Address: Aah9273@lausd.net

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

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Peter Carlson		818-641-9218	peter.carlson@Lausd.net	Manual Arts HS – teacher
2. Samantha Diego	Samantha Diego	323-867-8250	moneylikefredastaire@gmail.com	Manual Arts HS- teacher
3. Antero Garcia		310-739-1885	anterbot@gmail.com	Manual Arts HS – Alumni
4. Andre Hargunani		310-699-8030	Aah9273@lausd.net	MAHS - teacher
5. Travis Miller		323-252-8322	tmill4@lausd.net	MAHS - teacher

PSC 3.0
Commitments and Expectations Form

Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011.** *Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*
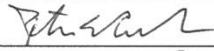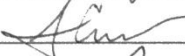
We agree to:

- Serve students and the community to the best of our ability;

- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;

- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;

- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;

- Openly seek input from the community during the development of our application;

- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;

- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;

- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;

- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;

- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;

- Ensure that no electioneering occurs on school campuses;

- Abide by all guidelines set forth for the Advisory Vote process; and

- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

PSC 3.0
Commitments and Expectations Form

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

Applicant Team Name/Organization	Schools for Community Action #1 – Critical Design and Gaming School
Name of Team Representative	Andre Hargunani
Signature of Team Representative	*(signature)*

Design Team Member Name	Signature
Peter Carlson	*(signature)*
Samantha Diego	*(signature)*
Antero Garcia	*(signature)*
Travis Miller	*(signature)*

Principal Job Description Attachment

Los Angeles Unified School District
Human Resources

PRINCIPAL
Critical Design and Gaming School

MINIMUM REQUIREMENTS FOR PILOT SCHOOL PRINCIPAL POSITION:
▪ California Administrative Credential
▪ Master's degree
▪ A valid California K-12 Teaching Credential
▪ 3.3 multicultural coursework
▪ 6-8 years experience working in Urban schools

General Description and Goals:

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

Responsibilities:

- Understand and uphold the Mission and Vision of the Critical Design and Gaming School
- Ensure a shared vision across the community and demonstrate the knowledge and the promise of a school-wide vision
- Establish and foster a positive school culture
- Facilitate implementation of interdisciplinary, Project and Inquiry Based instruction
- Facilitate on-going collaboration among and between students, teachers, staff, families, and community
- Encourage and support teacher-led professional development opportunities
- Ensure materials and systems are in place for high level teaching and learning to occur
- Actively commit to cultural diversity and equity as reflected in policies and implementation of school structures and instructional philosophy

- Develop and implement an annual whole school improvement plan based on analysis of student performance data. Clearly communicate implementation expectations and responsibilities of the whole school improvement plan with the school community
- Consistently hold staff mutually accountable for implementing the school mission and vision as well as annual goals
- Appropriately delegate responsibilities for smooth functioning of the school in a variety of operational and instructional areas
- Foster teacher leadership through delegation, shared leadership and decision-making.
- Participate in supervision of students before, during and after school
- Collaborate with school team to create a professional development program aligned to articulated school priorities that supports instruction and curriculum development towards student achievement
- Align the use of time, people, money, and materials to the school's instructional priorities
- Support and supervise staff through routine and formal evaluations designed to support instruction. Model expectations for staff.
- Oversee efficient functioning and safety of school facilities and operations

Desirable Qualifications:
- ❖ Understanding of Game-Based Learning and Systems Thinking
- ❖ Prior experience as a successful school leader
- ❖ 8+ years successful urban teaching experience involved in collaborative, interdisciplinary education
- ❖ Experience working in urban Black and Latino communities
- ❖ Knowledge of small school history, vision, principles and practices
- ❖ Experience working in and with small schools
- ❖ Demonstrated effective interpersonal and communication skills with a wide variety of groups, for example, students, staff, families, community organizations and district
- ❖ Demonstrated ability to manage a school budget aligned to school priorities
- ❖ A current career portfolio

Salary Grade: Commensurate with experience on LAUSD pay scale

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

Submit materials to: Monique Epps, Director of iDesign, LAUSD. 333 S. Beaudry Avenue, 25th Floor
Phone: (213) 241-5104
FAX: (213) 241-4710
E-mail: monique.epps@lausd.net

Filing Deadline: April 30, 2012 5:00pm.

Public School Choice 3.0
Performance Plan

PSC School Site: South Region New Area High School #3　　　　**Design Team Name: C:\DAGS**

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

Indicators	Bas eline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				college going culture. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	based assessments, CST scores		
Special	95%	79%	40%	Programming that supports all	School-wide	30%	20%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
Education				students with a focus on a college going culture. Student programming will be based on their IEP or teacher recommendation. Differentiated instruction, after school intervention and/or intervention during the regular school day, use of SDAIE, Interactive Notebooks, Socratic Seminars; formative assessments, summative assessments, and Understanding By Design curricular development; regularly analyze student data during professional development to inform instruction; regularly communicate with parents and students about students' academic performance and work habits including personal goal setting to further support a college going culture.	standards-based assessments, CST/CAPA scores		
African American	64%	52%	40%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab,	School-wide standards-based assessments, CST scores	30%	20%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
Latino	55%	48%	40%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum, Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development,	School-wide standards-based assessments, CST scores	30%	20%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
	White	-	-	-	N/A	-	-	-
	Asian	-	-	-	N/A	-	-	-
	Economically Disadvantaged	55%	47%	40%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum, Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely	School-wide standards-based assessments, CST scores	30%	20%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills. Referrals to wrap around services applicable to student or parent such as a referral to outside agency from the Psychiatric Social Worker (PSW)			
2	% of all students scoring Prof or Adv	15.4%	18%	25%	Programming that supports all students with a focus on a college going culture. AP and honors opportunities. Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic	School-wide standards-based assessments, CST scores	40%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
English Learners	2.6%	1.2%	25%	Programming that supports all students with a focus on a college going culture. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and	School-wide standards-based assessments, CST scores	40%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
Special Education	0.4%	5.3%	25%	Least restrictive environment. Structured learning that supports all students with a focus on college via college culture with students programmed or referred as per their IEP or teacher recommendation; implement differentiated instruction, after school intervention and/or intervention during the regular school day, and spiraling key standards, train teachers in using the Teacher/Apprentice Instructional Model, use of SDAIE, Interactive Notebooks, Socratic Seminar; daily formative assessments, summative assessments, and effective lesson planning; regularly analyze student data during professional development to inform instruction; regularly communicate with parents and students about students' academic performance and work habits including personal goal setting to establish a college culture	School-wide standards-based assessments, CST scores	40%	55%
African American	10.6%	16%	25%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum, writing across the curriculum, Project-Based	School-wide standards-based assessments, CST scores	40%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
Latino	16.2%	18.3%	25%	Differentiated instruction, after school intervention and/or intervention during the regular school day, use of SDAIE, Interactive Notebooks, Socratic Seminars; daily formative assessments, summative assessments, and effective lesson planning; regularly analyze student data during professional development to inform instruction; regularly	School-wide standards-based assessments, CST scores	40%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				communicate with parents and students about students' academic performance and work habits including personal goal setting to establish a college culture			
White	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Economically Disadv.	15.7%	17.9%	25%	Programming that supports all students with a focus on a college going culture. Culturally responsive curriculum, Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	School-wide standards-based assessments, CST scores	40%	55%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Referrals to wrap around services applicable to student or parent such as a referral to outside agency from the Psychiatric Social Worker (PSW)			
CST MATH								
3	% of all students scoring FBB/BB	87%	83%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits;	School-wide standards-based assessments, CST scores	40%	20%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					teach students personal goal setting, test taking strategies, note taking, and study skills.			
	English Learners	95%	92%	60%	Cross-curricular units, Implement Algebra Project, programming that supports all students with a focus on a college going culture. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits;	School-wide standards-based assessments, CST scores	40%	20%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				teach students personal goal setting, test taking strategies, note taking, and study skills.			
Special Education	99%	97%	60%	Least restrictive environment. Structured learning that supports all students with a focus on college via college culture with students programmed or referred as per their IEP or teacher recommendation; implement differentiated instruction, after school intervention and/or intervention during the regular school day, and spiraling key standards, train teachers in using the Teacher/Apprentice Instructional Model, use of SDAIE, Interactive Notebooks, Socratic Seminar(math based); formative assessments, summative assessments, and effective lesson planning; regularly analyze student data during professional development to inform instruction; regularly communicate with parents and students about students' academic performance and work habits including personal goal setting to establish a college culture	School-wide standards-based assessments, CST scores	40%	20%
African American	91%	89%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school	School-wide standards-based assessments, CST scores	40%	20%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
	Latino	86%	82%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based	School-wide standards-based assessments, CST scores	40%	20%

Indicators	Bas eline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.				
White	-	-	-	N/A	-	-	-
Asian	-	-	-	N/A	-	-	-
Economic ally Disadv.	87%	83%	60%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry),	School-wide standards-based assessments, CST scores	40%	20%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills. Referrals to wrap around services applicable to student or parent such as a referral to outside agency from the Psychiatric Social Worker (PSW)			
4	% of all students scoring Prof or Adv	3.2%	6.0%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based	School-wide standards-based assessments, CST scores	35%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
English Learners	0.4%	1.6%	15%	Implement Algebra Project, programming that supports all students with a focus on a college going culture. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student	School-wide standards-based assessments, CST scores	35%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
Special Education	0.0%	0.0%	15%	N/A	School-wide standards-based assessments, CST scores	35%	55%
African American	2.5%	4.7%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based	School-wide standards-based assessments, CST scores	35%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
Latino	3.4%	6.1%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative	School-wide quarterly periodic assessments-LAUSD's periodic assessments/Core K-12 assessments, CST	35%	55%

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
				learning), Equity and Access, integration of interactive technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
White	-	-	-	N/A	-	-	-
Asian	-	-	-	N/A	-	-	-
Economically Disadv.	3.1%	6.0%	15%	Cross-curricular units, Implement Algebra Project(culturally responsive math instruction), programming that supports all students with a focus on a college going culture. SDAIE strategies, after school intervention and/or intervention during the regular school day, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive	School-wide standards-based assessments, CST scores	35%	55%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					technology, mathematical academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills. ng to establish a college culture			
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	9.6%	7.1%	26%	Programming that supports reclassification opportunities. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st	School-wide standards-based assessments, CST scores, CELDT scores,	37%	50%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
8	% EL Students Scoring Proficient on CELDT	34.3%	33.5%	38%	Programming that ensures full student supports in CELDT. Implement ELD, SIOP and SDAIE strategies, inclusion of English Learners in the least restrictive environment, after school intervention and/or intervention during the regular school day, train teachers in using the Teacher/Apprentice Instructional Model, writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills	School-wide standards-based assessments, CST scores, CELDT scores,	47%	60%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	51%	48%	NA – no 12th graders first year	N/A		70%	90%
10	CAHSEE Pass Rate (10th grade)	37%	48%	58%	Writing across the curriculum, implement Literacy Program and the Algebra Project(if the student has not satisfactorily completed Algebra) which are 9th grade intervention courses; train all teachers in how to integrate CAHSEE test prep strategies in their regular classes so students receive a full range of test preparation in math, reading, vocabulary, and writing; Advisory period for test taking strategies and practice as well as for graduation counseling/drop-out prevention and academic intervention services	CAHSEE scores, CAHSEE Diagnostic data	70%	80%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
11	% Students In A-G Courses Receiving Grade of C or Higher	9th: 16.4% 10th: 14.7% 11th: 14.4% 12th: 19.3%	9th: 27.7% 10th: 17.9% 11th: 14.4% 12th: 15.4%	9th: 75% 10th: 60% 11th: 50%	Programming that supports all students with a focus on a college going culture. Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab, Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.	progress reports and report cards	9th: 85% 10th: 80% 11th: 70% 12th: 60%	9th: 95% 10th: 80% 11th: 75% 12th: 60%
12	% Graduates Meeting A-G Requirements	26%	23%	NA – no 12th graders first year	Advisory period for graduation counseling/drop-out prevention and academic intervention services, change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, online, or at a local community	progress reports and report cards	55%	90%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					college; those with extra credits can be concurrently enrolled in high school and a community college; educate students and parents about the high school graduation requirements, A-G requirements, and college entrance requirements; regularly communicate with parents and students about students' academic performance and work habits including personal goal setting to establish a college culture.			
RETENTION RATE (high schools only)								
	# First Time 9th Graders				In order to assist our 9th grade students in meeting their course requirements so that they will not have to repeat 9th grade, our advisory program will focus on personalization, graduation counseling, drop-out prevention and academic intervention services. Programming that supports all students with a focus on a college going culture. Writing across the curriculum, Project-Based Learning, Participatory Action Research(student inquiry), Linked Learning, Complex Instruction(collaborative learning), Equity and Access, integration of interactive technology, critical media/21st Century Literacy skills development, content area and academic vocabulary instruction, differentiated instruction, continual data monitoring, Morning Lab,	Transcripts, enrollment records		

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Exploration Lab, Advisory, use of thinking maps, using explicit rubrics, quality formative and summative assessments, Understanding By Design curricular development, regularly analyze student data during staff meetings to inform instruction; regular communication and timely feedback with parents and students about academic performance and work habits; teach students personal goal setting, test taking strategies, note taking, and study skills.			
	% 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)	44%	33%	20%	8x8 schedule supports students in retaking courses as well as enrollment in content specific intervention courses. In order to assist our 9th grade students in meeting their course requirements so that they will not have to repeat 9th grade, our advisory program will focus on personalization, graduation counseling, drop-out prevention and academic intervention services.	Transcripts, enrollment records	10%	0%
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	92.2%	92.7%	95%	Advisory period for graduation counseling/drop-out prevention and academic intervention services, monthly recognition programs/awards. Advisory teacher will be responsible to contact parents/guardians if student is attendance is of concern.	Monthly attendance records	97%	98%
14	Attendance Rate for All	94.6%	93.5%	97%	Monthly recognition programs/awards	Monthly attendance	98%	99%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	Staff					records		
15	Number of Suspensions	All: 6.3% AA: 8.4% L: 5.8%	All: 5.8% AA: 9.1% L: 5.1%	5%	Implement school-wide positive behavior plan; teachers meet with student, parent and Psychiatric Social Worker to offer applicable wrap around services to family; provide alternatives to suspensions such as immediate parent contact, campus beautification projects, detention, in-house suspension, and community service	Monthly suspension records	4%	2%
16	School Experience Survey: % Parents Participating	23.3%	5.7%	60%	Train staff on customer service skills; regularly communicate with parents via newsletters, meetings, internet, etc.; provide accessible welcome center	Annual LAUSD School Report Card	80%	100%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	44%	40%	60%	Provide monthly parent events such as awards assemblies, Science Fairs, History Day, parent conferences, parent workshops, coffee with the principal, and student performances; implement multiple ways for parents and teachers to communicate with each other such as via notes home or notes written in a student planner/agenda; train teachers and office staff on parent message procedures such as when and how to inform teachers when a parent requests to speak with them and when and how to return parent messages such as during prep periods or before and after school	Annual LAUSD School Report Card	80%	100%
18	*Culture or Mission-Specific*							

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	Indicator							
19	*Culture or Mission-Specific Indicator*							
20	*Culture or Mission-Specific Indicator*							

_____   _____

Design Team Name   **Date**

_____ _____

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

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

Type of Meeting	Description	Frequency
All staff Monday Meeting	30 minute meeting: all C:\DAGS family and staff meeting after-school. (open to students, parents/caregivers, and community members.)	Weekly
Tuesday Cohort Meetings	Partner teachers will also be grouped with other partner teachers who share the same cohort of students. In those meetings, teacher will: • Be trained and supported to conduct peer-observations of the other teachers sharing their cohort of students. • Be trained to develop and implement cross-curricular, thematic project-based learning units Linked learning projects will be developed • Engage in discussion regarding individual students' academic, social and emotional needs.	Weekly
Partner-Teacher meetings	The two partner teachers teaching a set of paired classes will share common conference periods so that time is built into the school day for daily collaboration. In addition to creating cross-curricular units, lessons, and project-based assessments, partner teachers discuss and reflect upon instructional strategies. They will be empowered to direct their growth, so based on a shared area of concern, they will embark on an action research project to explore and assess the effects of a possible solution.	There is time available every day, but partner teachers are expected to establish a set day each week for their collaborative meeting time during their designated common planning time.
Department Meetings	Meetings in content area to focus on implementation of content specific instructional strategies, culturally relevant curriculum, assessment evaluation, sharing of best practices, to develop and check-in on vertical integration of the content standards within the 9-12 curriculum.	Every two weeks
Advisory Team Meetings	To discuss the Advisory curriculum implementation, learn about intervention strategies/referrals and reflect/improve on Advisory implementation.	Every two weeks

Grade-level meetings	This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation.	Every two weeks
Quarterly Seminar	After quarterly assessment data is available there will be a school wide seminar with all stake-holders involved (teachers, parents/care-givers, students, partners) to review data. These seminars serve as a way to maintain the schools vision through data based inquiry.	Quarterly
Meetings of the minds	Content-area groups meet across the 4 small schools to share best practices and focus on content-specific instructional strategies.	Once per semester
Targeted Professional Development: Special Education	In SPED PD meetings, teachers will: • Review the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual (pg. 14). • Review the Response to Intervention Process • Review and evaluate the special education programs offered at our school • Review student IEPs • Discuss and be trained in strategies for integrating students with special needs into the classroom • Continue training in differentiation, and classroom modifications • Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications • Universal Design for Learning training	Throughout the year as recommended and requested by stakeholders

Targeted Professional Development: English Language Learners	In ELL PD meetings, teachers will:
	• Evaluate current educational, learning, and language theory to inform practices that allow EL & SEL participate to the highest extent in a core academic program that will ensure access and eventual mastery in the content curriculum.
	• Discuss and be trained in using the research based, common instructional strategies in all core classes, such as:
	  • Specifically Designed Academic Instruction in English (SDAIE) strategies
	  • Scaffolding
	  • Project and task based instruction
	  • Interactive Notebooks
	  • Thinking Maps
	  • Building on Prior Knowledge
		Throughout the year as recommended and requested by stakeholders

	Multisensory Instruction and the use of Realia Universal Design for Learning training	
Targeted Professional Development: Gifted and Talented	In GATE PD meetings, teachers will: • Be trained in effective heterogeneous collaborative grouping strategies that specifically focus on supporting Gifted and Talented students. • Evaluate current data on identified GATE students and discuss need for non-identified students. • Be trained in strategies for addressing needs of GATE students, such as differentiation and depth in complexity • Universal Design for Learning training	Throughout the year as recommended and requested by stakeholders
Targeted Professional Development: Literacy	In Literacy PD Meetings, teachers will: • Evaluate the effectiveness of school-wide literacy strategies to help our students improve their skills in reading fiction and non-fiction across disciplines, writing essays and responses to open writing prompts, and speaking during oral presentation. • Identify, implement, and evaluate activities to support students with test-taking.	Throughout the year as recommended and requested by stakeholders
Additional Trainings and Conferences	As the district provides, money is available or grants are available, teachers at C:\DAGS are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning. Upon return from these conferences, the teachers will be required to share what they learned with the staff.	Throughout the year *Examples:* Special Education Career and Technical (CTE) Gifted and Talented (GATE) English Language Learners (EL) Advance Placement (AP)

Tentative Curriculum Development Timeline for Critical Design and Gaming School (C:\DAGS)

The tentative C:\DAGS curriculum development timeline includes dates for both C:\DAGS curriculum development and SCA coordination for common expectations. The complex-wide meetings are highlighted in gray.

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

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

DATE	PARTICIPANTS	OBJECTIVES
Mid-May: Curriculum and Accountability	C:\DAGS principal and design team members (voluntary/no compensation)	Review PSC Plans and Accountability Plan Discuss implementation of strategies in both plans
June 15: Plan Implementation and Student Data Review	Four Schools for Community Action principals	Review of PSC plans & shared goals. Review the CST strand data from the previous year (incoming students) and identify the areas of skills/content-area deficiency within each content area.
June 17: Content Standards Framework (vertical integration)	C:\DAGS principal, design team members and *newly hired teachers (voluntary/no	Review CST strand data discussion from June 15 SCA meeting. Using the CST information and the California content standards blueprints, develop a 4-year curriculum map for each content area that includes the "power

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

July 14: Professional Development & Accountability	Four Schools for Community Action principals	Principals will share out of curriculum development process – shared best practices. Check in on preparation to address accountability plans.
August 1 – 5 Teacher Orientation Retreat	C:\DAGS principal and all C:\DAGS teachers 3 days compensated 2 days not compensated *ALL* days required in Elect-to-work agreement	Day 1: Introduction and review of C:\DAGS Curriculum Frameworks Day 2: Teaching students with specialized needs Day 3: Advisory Day 4: Reviewing student data and Introduction to Instructional Strategies Day 5: School Safety/Positive Behavior Plan

Assessment Development Timeline

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

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

School Calendar and Daily Schedule for Critical Design and Gaming (C:\DAGS)

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

With an understanding that master schedules drive the instructional opportunities available to students, the Schools for Community Action has purposefully chosen a master schedule that will meet the curricular and personal needs of students, the professional needs of staff, and the overall sustainability and flexibility for the four schools on the campus. By expanding, rather than limiting, opportunities for students to be successful, the school schedule allows for a variety of classes, as well as internships for 11th and 12th grade students.

Bell Schedule: 2x8

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:35	*Advisory*	*Advisory*	*Advisory*	*Advisory*	*Advisory*
8:40-10:05	Period 1	Period 2	Period 1	Period 2	Period 1
10:10-11:35	Period 3	Period 4	Period 3	Period 4	Period 3
11:40-12:15	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
12:20-1:45	Period 5	Period 6	Period 5	Period 6	Period 5
1:50-3:15	Period 7	Period 8	Period 7	Period 8	Period 7

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:35	*Advisory*	*Advisory*	*Advisory*	*Advisory*	*Advisory*
8:40-10:05	Period 2	Period 1	Period 2	Period 1	Period 2
10:10-11:35	Period 4	Period 3	Period 4	Period 3	Period 4
11:40-12:15	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
12:20-1:45	Period 6	Period 5	Period 6	Period 5	Period 6
1:50-3:15	Period 8	Period 7	Period 8	Period 7	Period 8

Morning Lab (before school programs) (M-F 7-8am):
The Critical Design and Gaming School will offer open doors to students willing to begin their day's academic journey before the first bell rings. The Morning Lab programs are designed to entice students to attend and engage them in small groups with multiple opportunities for one-on-one instruction and direction, be it with teachers, community volunteers, partnerships, or peers. The Morning Lab programs offer students the opportunity to receive direct tutoring, including activities and instruction designed specifically for ELL support and special education support. Students will also be able to complete coursework as part of a credit recovery plan using programs such as APEX or E2020. Students will also be allowed to participate in open workshops that enable them time and resources for tinkering, the natural type of adventurous learning that relies on free thinking and imagination to produce that the happy accidents, discovery, and invention that drives progress and innovation.

Exploration Lab (after school programs) (M-F 3:15-5:30):
In order to service the students and community of the Critical Design and Gaming School, Later Lab programs will be offered after school.   These programs will include traditional after school programs including sport teams and clubs, marching band, drama, and other student designed clubs. The Later Lab programs will also include the same opportunities for specified academic intervention and advancement as offered in the Morning Lab programs.
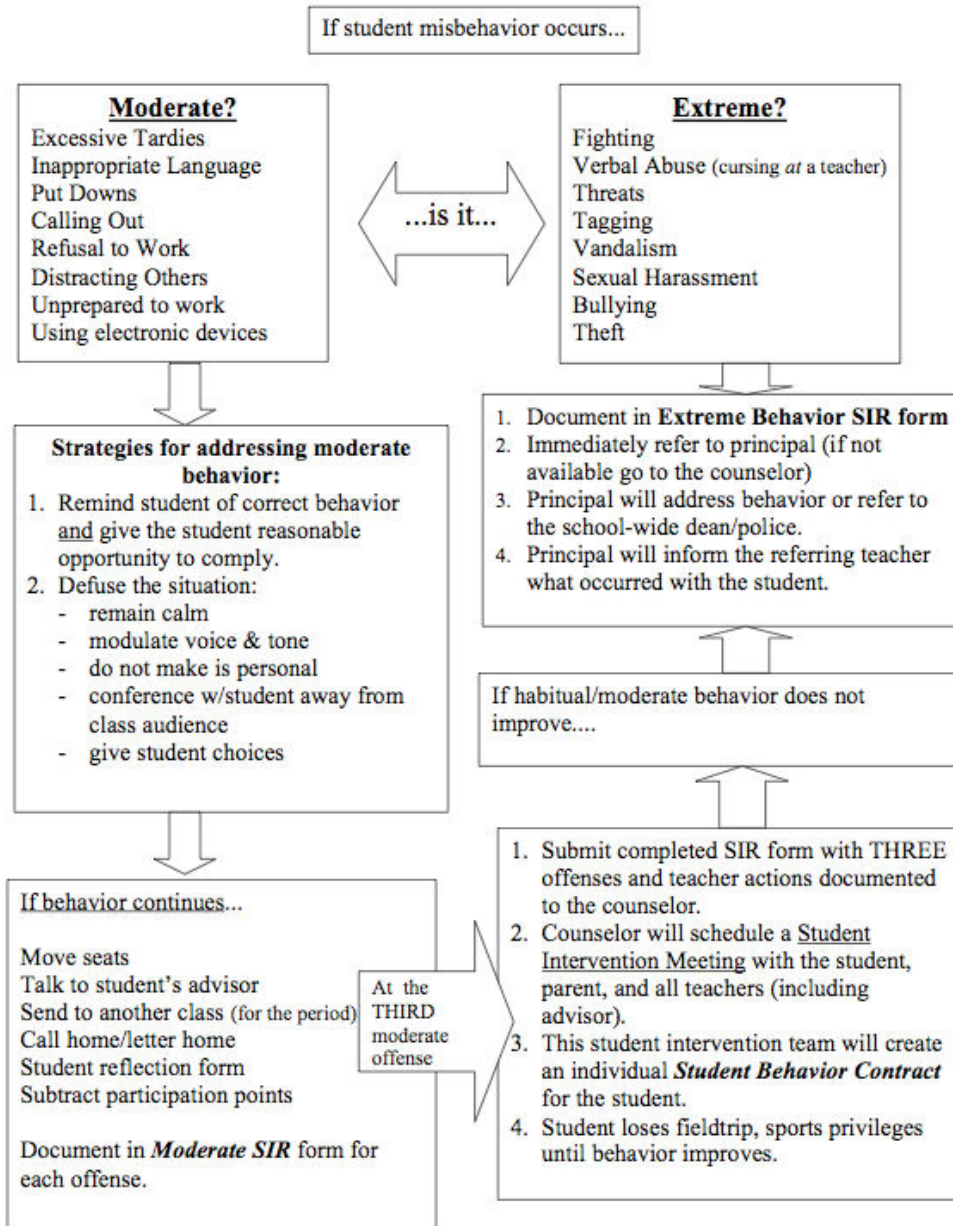
Teacher collaboration (M-F 3:25-4pm):
After the final period of each school day, teachers and administrators will participate in structured collaborative meetings. These regular meetings offer consistent times for structured lesson design, action research implementation and evaluation, data analysis, and meetings for Governing Council and subcommittees. The regularity of these meeting are essential in order to sufficiently implement the school plan in congruence with the students' academic and social needs.

It is important to note that all four Schools for Community Action will be using this schedule. The common scheduling allows us to use the shared bell system, to share electives and other passport classes (on a case by case or pre-determined basis), and to reduce confusion for shared personnel, parents, and visitors on campus. This supports our core value of *Sustainability*.

Behavior Policy Attachment

Student Behavior Management Flowchart

If student misbehavior occurs...

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

...is it...

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

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

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

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

If behavior continues...

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

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

At the THIRD moderate offense

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

Critical Gaming and Design (C:\DAGS) – Response to Intervention (RTI) Process

Grade-Level Initial Assessments for All Students

NO INTERVENTION	TIER 1 INTERVENTION	TIER 2 INTERVENTION	TIER 3 INTERVENTION
Instruction -General Education Setting -Grade-alike teacher teams analyze test data and focus on specific skill across the curriculum.	**Instruction** - General Education Setting -Grade-alike teacher teams analyze test data and focus on specific skill across the curriculum. -Advisor reviews assessment results with student; sets goals in ILP and creates learning plan	**Instruction** - General Education Setting -Grade-alike teacher teams analyze test data and focus on specific skill across the curriculum. -Advisor reviews assessment results with student; sets goals in ILP and creates learning plan -Student is referred to small group tutoring	**Instruction** - General Education Setting -Grade-alike teacher teams analyze test data and focus on specific skill across the curriculum. -Advisor reviews assessment results with student; sets goals in ILP and creates learning plan -Student receives 1-1 tutoring

	Quarterly Progress Monitoring -Every 8 weeks, progress monitored through progress report -If student shows adequate growth, will remain in Tier 1 until the end of the 1st semester.	**Monthly Progress Monitoring** -Every month, progress monitored through additional progress report -If student shows adequate growth, will move back to Tier 1 until the end of the 1st semester.	**Bi-weekly Progress Monitoring** -Every other week, progress monitored through additional progress report -If student shows adequate growth, will move back to Tier 2 until the end of the 1st semester.

	No response to intervention	**No response to intervention**	**No response to intervention**
	If after 12 weeks, a student shows no response to Tier 1 intervention, he/she is moved to Tier 2 intervention	If after the next month, a student shows no response to Tier 2 intervention, he/she is moved to Tier 3 intervention	If after the next two weeks, a student shows no response to Tier 3 intervention, Advisor will recommend student for SST, which may include special education assessment

Waiver Identification Form

School Site: South LA Area New HS #3: Augustus Hawkins

Proposed School/Design Team Name: Schools for Community Action #1 (SCA #1) Critical Design and Gaming School (C:\DAGS)

Proposed Governance Model (mark all that apply):

☒ Traditional   ☐ Local Initiative School   ☐ Expanded School Based Management

☐ Pilot   ☐ Network Partner

Waiver Request:

☒ Methods of improving pedagogy   ☒ Curriculum

☒ Assessments   ☒ Scheduling

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

☒ Budgeting control   ☒ Mutual consent requirement for employees

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

☐ Discipline & codes of conduct   ☒ Other**: Waiver for Working Hours

☐ Health and safety

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

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

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

Approval Signature:

Principal/Administrator: _____   Date: _____

UTLA Chapter Chair/Rep: _____   Date: _____

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SECTION 14 ATTACHMENT – WAIVER FOR WORKING HOURS

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

Date: February 6, 2012

School/Office: Critical Design and Gaming School   **Local District/Division:**

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

 Article IX.

Waiver Description: (Describe the actions that require a waiver)

Work Hours and Schedule
- Additional on-site time requirement (1 hour)
- Participation in at least one Governing Council subcommittee
- Required (compensated) professional development time (up to 25 days/year)

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

A majority of students at the Critical Design and Gaming School will be below grade level in English or math. An extended school day allows for additional planning time to provide critical support for students.

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

Requesting Administrator's Approval:

_____   _____
Principal/Administrator   Date

_____   _____
Local District Superintendent/Division Head/Designee   Date

Community Partner Evaluation Tool

Potential Partner Organization Name: _____

Evaluated by: _____

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