

Section I. Overview of the Proposed California Partnership Academy

One of the biggest problems facing our age is the negative impact humans have had on the global environment. As the human population increases other living systems must compete for fewer and fewer resources. One area that we can decrease our negative impact is in our dwellings. Thus, the administrators, teachers, counselors, and partners have chosen green architecture as the career focus of the Green Architectural Design Academy (GADA). We hope to positively impact the future of the planet by training students to create, design, and lobby for housing, workplaces, and communities that reduce the negative impact on the environment. For instance, our students might design homes that use renewable building materials. Or, our students might encourage their place of business to install systems to capture and reuse rain run-off. We hope some of our students will hold public office to inspire communities to build facilities for composting and recycling.

Los Angeles Unified School District (LAUSD) is the largest district in the State. LAUSD contains 1,190 schools including: elementary, middle, secondary, K-12, charter, independent, and adult schools. Total enrollment is 694,288 students. The 2008 Academic Performance index is 683.

James A. Garfield High School is located in the unincorporated area of East Los Angeles. Garfield High School is a very large comprehensive year-round high school with 4,800 students in grades 9 through 12. The residency area covers about 7 square miles but is densely populated. Garfield adopted a year-round calendar in the 1990's increase the school's capacity. Each student is in school for 163 days instead of the traditional 180 days per year. Additional minutes are added to each school day to

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compensate for the lost 17 days of instruction. It is a complex calendar where two tracks
are in session at one time while one track is on vacation.

The State of California reports these data from the 2007-2008 School year for Garfield
High School in Table 1. GADA is intended to improve these data.

Percent of students graduating in 4 years:	45%
Percent of students proficient on math state tests:	5%
Percent of 10 th graders on track to graduation:	15%

Table 1

The Census Bureau's American Community Survey (2006) reported that East Los Angeles has the highest concentration of Latinos in the United States. The student body at Garfield is composed of 99.3% Latinos. The U.S. Census Bureau Education Profile records indicate that a large portion of East Los Angeles community lacks post-secondary education. In fact, over the past 25 years 56% of these people have not earned a high school diploma. The average household income is approximately \$35,736 with twenty-four percent of the population below the federal threshold for poverty. (US Department of Health and Human Services Report 2006). Eighty-nine percent of our students qualify for free or reduced price lunches, which allows all students to receive free lunch. Two projects of government-subsidized housing provide students for Garfield.

Garfield High School has been an underperforming school since 1999. Garfield High is a Program Improvement School in its second State mandated School Assistance and Intervention Team (SAIT) oversight. For the school calendar year of 2008-2009, LAUSD reported that 1,692 students attending Garfield High were English Language Learners (ELL). Our API is below 600 and we have not met our AYP goals for more than 5 years.

Our Industrial, Visual, Engineering, and Architectural technology small learning community (IVEA SLC) was formed three years ago. Within those three years our IVEA

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students have lost access to several CTE options caused by a variety of circumstances.
We hope this grant will provide access to architecture for 90 of our 500 students.

Section II Career Technical Focus

Our planet is in peril. We have an urgency to create green jobs to improve our environment. Research shows that the demand of green jobs is growing rapidly. Currently at Garfield we have a drafting career pathway that provides a natural platform for creating our green architectural design academy. We have a strong existing partnership with East Los Angeles College (ELAC) from which we are developing a collaboration with their architecture program.

Students in the CTE course sequence will be exposed to many aspects of green architecture. Students will use computer-aided design to create green plans for homes, offices, and communities. Students will also study green aspects of architecture, such as, renewable building materials, and the organization of communities to entice residents to fully embrace green practices. Our teaching team in GADA will be working with our partners to infuse aspects of green themes into their standards-based classrooms.

This burgeoning industry will need our students to become the leaders. Noel Perry, founder of Next 10, writes, “New data presented in the 2009 Index shows that while total jobs increased by just one percent statewide, green jobs have increased by 10 percent since 2005.” Assembly Bill 32 the “California Global Warming Solutions Act of 2006” mandates the state to reduce its greenhouse gas emissions to 1990 levels by 2020. This will require a workforce equipped to handle jobs that have not been invented yet. We plan to give our students the foundational skills to create and succeed in these future green jobs.

One of our partners, ELAC is currently working on classes that incorporate green improvements to construction and architecture. Gail Rousseau is the Dean of Academic Affairs at ELAC and is working closely with us in order to partner with the architecture instructors at ELAC. We have an opportunity to collaborate from the ground floor of green architecture education with ELAC as they infuse green concepts and develop green courses in their architectural program. We had a three-hour meeting where we explained the grant and received brainstorming from two department chairs from ELAC. Another one of our partners, the Los Angeles County Department of Parks and Recreation will be working with us to expose students to real applications of green technologies through field trips, internships, assisting with developing student projects, and providing classroom speakers. For example, our students will study the impact of the surrounding urban environment on this fragile ecosystem in Whittier Narrows.

GADA students will be exposed to a wide array of green careers. GADA students will study conservation of natural resources such as water, forests, and soil in all classes. This will prepare GADA students for the career clusters of Agriculture, Food & Natural Resources. Students will consider the manufacturing practices of building materials to be able to discern eco-friendly companies. This will prepare GADA students for the Manufacturing Career Cluster. GADA students will study the historical evolution of building codes with respect to public safety and environmental impact. This will prepare GADA students for the Law, Public Safety, Security, & Corrections Career Cluster.

The economic data shows an anticipated growth of the green architecture industry and potential employment opportunities both locally and within California. According to the statistics from the Bureau of Economic Development, Department of Finance the total

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gross domestic product (GDP) for California in 2007 was \$1.8 billion. The projected GDP for California by 2020 will be approximately \$2.6 billion. This represents an increase of 44% in projected growth. Many of the jobs in this projected growth will be in career fields listed in the California Framework for Career and Technical Education (CFCTE) and in Table 2.

Green Construction	Energy Efficient Retrofits	Green commercial Development
Drafters	CAD Technicians	Architecture
Solar Energy Systems	Wind Turbines	Horticulture
Landscape Design	Environmental Scientist	Forestry
Soil and Plant Science	Environmental Engineer	Biomass

Table 2

Because of GADA, Garfield students will be at the forefront of providing a green focus in the architectural and engineering occupations. Table 3 lists possible careers that our students will be trained for through our Academy.

High School Diploma	Junior Drafter Construction Apprentice Drafting Apprentice	CAD Technician Engineering Aide
Postsecondary training (certification and/or AA degree)	Drafter/Designer Engineering Technician	Plan Checker Surveyor Estimator
College or University (bachelor's degree or higher)	Architect Civil engineer	Industrial Designer

Table 3

SECTION III. At least 50 percent “At Risk” Enrollment

Based on Garfield’s 2007-2008 report card, we have an excessive number of “at risk” students. Based on our 2008-2009 WASC report, 32% of the 9th graders are unable to meet the requirements for 10th grade, and only 15% of our 10th graders on track for graduation. The California Standards Test scores show only 21% of students scoring “Proficient” in English Language Arts, and only 5% in Math. Our dropout rate is in

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excess of 50%. The percent of Juniors passing EAP college-readiness test in English Language Arts is 3% and in Math is 8%.

In 2007-2008, of the 417 students enrolled in the 9th grade 239 students received a “D” or “F” at the end of the first semester as their overall grade point average. These students are the most vulnerable to dropping out. GADA will select from these students to motivate and retain them through graduation.

Garfield residency is very small area (7 square miles) but densely populated. Ninety percent of the Garfield students live in East Los Angeles. The average household income for a family of 4 is about \$35,736. Twenty-four percent of these families live far below the federal threshold. Thirty-two percent of families in the Garfield area with children under the age of 18 are below the poverty level. Garfield qualifies as a Title I school with eighty-nine percent of our students qualifying for free or reduced lunches.

SECTION IV. Student Recruitment, Selection and Counseling

Each SLC has an administrator and academic counselor. Working closely with them, we will create a multi-faceted recruitment plan. This plan will include parent meetings, a college fair, a student designed brochure, student survey, informative letter to the parents, assembly for all 9th graders introducing SLC’s. Once the program is under way we will have a self governing student council made up of students involved in identifying projects, activities, assemblies, awards, newsletters, field trips, presentations, and parent recognition. The self governing student council will be involved in the preparation of back to school and open house. Future recruiting ideas will include adding a recruitment movie written and directed by GADA students. Students will become part of the recruiting process as they share their experiences with other students.

Enrollment into the IVEA SLC is voluntary. Recruiting will begin with a student interest survey. Students who indicate an interest in IVEA will be contacted, interviewed and given a letter to their parents. An informational assembly will be held at the end of the semester to provide students who have not selected an academy with GADA information. At this assembly, students already in IVEA small learning academy will share their experiences with potential recruits. A parent meeting will be held to explain the goals and opportunities that GADA offers for their child. The IVEA counselor will provide personalized guidance for each student. Students will receive a GADA brochure introducing them to the many benefits of the program.

Teaching in the academy is strictly voluntary. IVEA teachers were introduced to the concept of a GADA within IVEA. The idea of a career academy that focuses on green architecture was presented during an SLC meeting. Teachers who shared the career focus of the academy and were willing to commit three years to the program were interviewed. From this process, our initial team of three teachers and a lead teacher was formed.

Year	CTE Class	Core Classes
Sophomore	Drafting Technology 1A – 1B Principles in Architecture – A beginning architecture class that introduces big ideas in architecture and computer aided design.	Physical Geology Geometry World History
Junior	Drafting Technology 2A – 2B Green Principles Applied to Architecture – An intermediate course that introduces green influences on the field of architecture. Students develop skills in computer aided design	Chemistry Algebra 2 US History
Senior	Drafting Technology 3A – 3B Advanced Architecture – Students apply knowledge of the green influences in architecture, using computer aided design, to create projects that display their knowledge	Environmental Science

Table 4

We met with the programming counselors of our future GADA students. Together we planned our 4-year Academic plan for our students. We realized that our 6-period day put constraints on the number of available spaces our students had for electives. The class of 2012 is the first group that is mandated to complete the University of California A through G course requirements. A committee of counselors, teachers and an administrator solved issues that will help our students meet the A through G requirements in addition to taking our CTE electives and GADA core courses as per Table 4.

All 9th grade students participated in a survey to determine their interests. Students who identified interests in design, architecture, or computers will be interviewed and provided information about the program. Meetings for their parents will be held about our proposed academy and the career opportunities for their children. We plan to have informational assemblies organized and presented by members of our Advisory Board.

We have a 9th grade academy where recruitment will take place. We already have a system where the SLC's recruit within the 9th grade. Academy recruitment will be an extension of that. Non-academy staff will help administer the surveys that determine student interest. The SLC Lead Teachers from other SLC's will help identify possible candidates for the academy. Academy teachers will select academy students through interviews from the identified students. The identified students who are not chosen for the academy will have the opportunity to join the IVEA SLC.

Data shows that a large percentage of our population meets the criteria of a grade point average of 2.2 or below. From over 4000 Garfield students it will be quite simple to find 15 students who meet these criteria. For instance, only 5% of our students are

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proficient in Mathematics on the CST. Our graduation rate has typically been 50%. One
out of two students is potentially at risk of dropping out of school.

We plan a multi-method strategy for involving stakeholders in promoting enrollment
in our program. Our graphics art teacher and students will help us create brochures.
Parent meetings will help inform parents of the multiple internship, career, and college
opportunities for their children. The College and Career fair will include our Academy
students to help recruit 9th graders. Representatives from the Los Angeles Department of
Parks and Recreation have agreed to be one of our partners. ELAC is currently working
on classes that incorporate green improvements to construction and architecture. Gail
Rousseau is the Dean of Academic Affairs at ELAC and is working closely with us in
order to partner with the architecture instructors at ELAC. We have an opportunity to
collaborate from the ground floor of green architecture education with ELAC as they
infuse green concepts and develop green courses in their architectural program. We had
a three-hour meeting where we explained the grant and received brainstorming from two
department chairs from ELAC.

Programs to achieve targeted credits	Programs to achieve targeted attendance
After school tutoring Saturday School CAHSEE Boot Camp AVID Strategies in the core classrooms Graphic Organizers use throughout the IVEA SLC Intervention courses held during the regular school day Active Parent Involvement Resource special education co-teachers in English and Math	Enrichment Field Trips Two Full-time PSA Counselors Active Parent Involvement Twice daily telephone updates for attendance.

Table 5

Another one of our partners, the Los Angeles County Department of Parks and
Recreation will be working with us to expose students to real applications of green

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technologies through field trips, internships, assisting with developing student projects,
and providing classroom speakers. For example, our students will visit the natural habitat
in Whittier Narrows. Students will study the impact of the surrounding urban
environment on this fragile ecosystem.

Section V. Attendance, Credits, and Graduation

Our program will include the interventions listed in Table 5 to achieve the targeted
credits and attendance described in this section. Students will be required to attend after-
school tutoring through a signed contract. Content teachers work with students in the
library after school for two hours Monday through Thursday to aid in homework
completion. The AVID strategies of Cornell notetaking, along with writing, inquiry, and
collaboration will be used in core classrooms to help students meet the standards.
Garfield has begun the use of graphic organizers school wide. We will expand beyond
mere use into maximizing their effectiveness for student learning. All students benefit
from Special Education faculty and staff who are assigned in general education
classrooms. The Special Education faculty Co-teach with general education teachers to
produce lessons that are more accessible to students with varying needs and levels of
prior preparation.

Students will be mandated to participate in interventions if first quarter marks indicate
failure of math or English courses. This intervention will contain targeted remediation
that instructs students in the required standards from previous grades that were missed.
Our school is investigating alternative bell schedules to provide students with extra class
periods in which to take these classes during the regular school day.

All stakeholders will be involved in providing enrichment activities to motivate our students. Students will participate in field trips to businesses and schools of architecture and design. Professionals from our partnership colleges and businesses will speak in our classes and mentor students to prepare them for career success. Parents will be involved with our advisory committee and working with teachers to help connect community resources to the program. Parents, faculty, administrators, and partners will produce an opening event to inform our students of GADA events for the year. Using the successful International Trade Education Programs, Inc. (ITEP) we will call our ITEP model YES certification. The ITEP model is a three-year program with students reaching benchmarks in three categories each year: Green, Careers, and Academic Achievement. When all benchmarks for each grade have been met, students will be awarded a silver, gold, or platinum certificate.

	Green	Careers	Academic
10 th grade Silver Level Green Architecture 1 Champion	-Students have researched and created a brochure highlighting green architectural technologies, their need, and purposes	- Students have researched and presented 5 careers involved in Green Architecture	-Students have Passed the CAHSEE -Students have earned enough credits to be on target for graduation with their class.
11 th grade Gold Level Green Architecture 1 Champion	-Students have taken an active role and documented their accomplishments in helping East LA become more green,	-Students have completed a resume, letter of intent, an application, and mock interview with a GADA faculty member.	-Students have taken the PSAT and SAT. -Students have earned enough credits to be on target for graduation with their class.
12th grade Platinum Green Architecture 1 Champion	-Students have taken an active role and documented their accomplishments in building a home from Habitat for Humanity in East Los Angeles	- Students have completed one internship and produced an updated resume detailing their accomplishments	-Students have written their Post secondary educational plan -Students have earned enough credits to be on target for graduation with their class.

Table 6

Student requirements to win these awards are listed in Table 6. If seniors complete all three levels they will be awarded the Youth Environmental Specialist Certification (YES).

All students will benefit from a standards-based curriculum. Within these standards green architectural themes will be used to demonstrate the connection of the standards to real-world applications. In Math students will solve problems centered about data from environmental indicators. In Science students will learn methods of measurement of environmental indicators to determine the effectiveness of green architectural practices. In Social Science students will learn and investigate political and social impacts of the deterioration of the environment and methods to impact governmental policies to encourage green architectural practices.

Students will be engaged with environmental projects within their core courses. Students will review current architectural plans of school buildings to determine changes that could be made to reduce harmful emissions, reduce energy consumption, and employ the use of renewable resources. Students will go out into the neighborhood and look for environmental stressors that could be ameliorated with green architectural solutions. Students will track the impacts of County, State, and Federal initiatives to lessen our impact on the environment.

The GADA team met with the programming counselors to plan our 3-year academic plan for our students. We realized that our 6-period day put constraints on the number of available spaces that our students had for electives. A committee of counselors, teachers and an administrator solved issues that will help our students to be programmed into the A through G requirements in addition to taking our CTE electives and GADA core

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courses. As a school, Garfield is exploring the four by four bell schedule bell schedules that will allow students to take more courses per year. We are scheduled to change to a traditional calendar schedule in the 2010 – 2011 school year. This change will result in fewer students and necessitate a change in our bell schedule. The structure of having the CPA grant will allow GADA students to stay together when this change is made.

Section VI. Structure and Program Management

The teachers of GADA will work together with partners to implement the required components of the partnership. Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities during a common conference period. Teachers will incorporate green themes into the math, science, and social science courses based upon the suggestions of ELAC faculty and business partners. Also, students will work directly with professionals from industry with internships and mentorships.

CTE – Drafting, Architectural design, Computer Aided Design	Luis Lainez
Math – Algebra 1, Geometry, Algebra 2, Trigonometry, Calculus	Frank Carrillo Professional Clear Credential Mathematics, CLAD 15 years teaching experience 5 years test engineering experience
Science – Chemistry, Geology, Biology, Physical Geology, Earth Science, Physics, Physiology, Physical Science, Integrated Coordinated Science	Tim Thomas Professional Clear Credential Life Sciences and Physical Sciences 21 years teaching experience 4 years Lab Technician experience
Social Science – World History, United States History	David Estrada Professional Clear Credential Social Science – Administrative Credential, CLAD 24 years teaching experience 5 years Administrative experience

Table 7

A lead teacher will coordinate the efforts of the teachers and partners. Currently SLC

lead teachers have one period to coordinate the SLC. This period represents an In Kind donation from the school toward the Partnership. The GADA team has worked together in the past in the IVEA small learning community. All four members of the team were eager to participate when the green architecture emphasis was described to them. The team began planning during a three days brainstorming of possible components of the program. The GADA team will attend the Summer Institute to continue planning. Over our first implementation year, we will work together during our common conference period to share the workload. Table 7 lists the current GADA faculty.

GADA students will be engaged and motivated by several projects. Students will evaluate neighborhood structures for environmental impact. Students will suggest possible upgrades to the architecture to produce a smaller impact on the environment. Letters will be written to occupants of the structures discussing our findings and detailed remedies that they might consider. Students will go to middle and elementary schools in order to share their knowledge with future GADA students. Staff members know of Garfield students with no permanent residence. Our goal is to work with Habitat for Humanity to build green homes in the East Los Angeles community for the families of these students. GADA students will participate in all aspects of the construction from fundraising, through design, governmental inspection, to final construction. The GADA leadership team is meeting with our Administrator in charge of counseling and our student programming counselors to ensure they program GADA students into the CTE Drafting Technology and Core courses. We have also held several meetings with other support staff to inform them of the requirements of compliance to receive the grant money. Teachers, counselors, and administrators have met to address the real issues of

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adding electives to the course load of students who are “At Risk” and need additional
academic support.

Our GADA students will be enrolled in the courses listed in Table 4.

Year	CTE Class	Core Classes
Sophomore	Drafting Technology 1A – 1B Principles in Architecture – A beginning architecture class that introduces big ideas in architecture and computer aided design.	Physical Geology Geometry World History
Junior	Drafting Technology 2A – 2B Green Principles Applied to Architecture – An intermediate course that introduces green influences on the field of architecture. Students develop skills in computer aided design	Chemistry Algebra 2 US History
Senior	Drafting Technology 3A – 3B Advanced Architecture – Students apply knowledge of the green influences in architecture, using computer aided design, to create projects that display their knowledge	Environmental Science

Table 4

Garfield High School has an ongoing relationship with ELAC. Twenty courses are taught on our campus by ELAC teachers. Enrolled students can earn credits for both Garfield and ELAC. We have met with representatives from ELAC specifically about this grant. The representatives agreed to help develop new courses with green themes. They also spoke about courses that Garfield students could take online.

East Los Angeles College has a certificate program in Computer Aided Design Specialist. GADA students will receive three years of Drafting and Architectural Design course plus internship experience. This will provide a rich foundation for students to succeed in the ELAC certificate program. We have begun talks with ELAC that eventually could offer college courses online. Our students could take these classes at Garfield during the regular school day, in a computer lab, with concurrent enrollment.

Green architecture is a burgeoning field. Society is focused on how we can lessen our negative impact on our environment. One way is to build structures to live, work, and play that are built with sustainable materials, consume less resources such as energy and water, and emit less pollution such as garbage, gases, and waste water. Our three drafting courses will give students foundations of principles in drafting, computer aided design and architecture. The three core academic contents were chosen to support student learning about environmental issues (See Table 8)

Science	Students study methods of measurement and experimentation to help determine the impact of Architecture on the environment.
Math	Students solve problems with environmental themes that require higher levels of math.
Social Science	Students study historical impacts from misuse of the environment. Students study the role of our political system in healing the environment.

Table 8

Table 9 contains examples of how career focused instruction will be infused into your academy's core academic classes. Examples of how core academics will be integrated into our career technical classes are also included.

SECTION VII. Advisory Committee

The Advisory Committee is comprised of all the GADA teachers, the counselor, the administrator, Lead Teacher, business partners, parents and a student. The GADA

Advisory Committee will meet on a regular basis (six times a year) to discuss upcoming ideas, changes, how to infuse green architecture themes into the curriculum, future activities, field trips, incentives, motivational methodologies, recruitment of new students, more teachers and additional partners. This team will establish a meaningful

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 relationship with our partners, staff, students and parents to create a cohesive bond that
 will focus on preparing students for their future.

	Career focused instruction will be infused into your academy's core academic classes	Core academics will be integrated into your career technical classes.
Science	Science courses will investigate environmental impacts of the manufacture of homes. For instance, in Environmental Science students learn about the environmental impact of the manufacture of housing materials.	The CTE Drafting courses will investigate issues of physical statics will be discussed through the stability of structures. Students will investigate the impacts of chemical reactions between building materials and pollutants in the air on the integrity of the structure.
Math	Math courses will investigate problems based on real-world architectural themes. For instance, Geometry students will explore how the Egyptians used Pythagorean Theorem to construct right angles for their designs.	The CTE Drafting courses will investigate geometry shapes, formulas, and concepts. Students will investigate how basic geometric forms are combined to create stable structures.
Social Science	Social Science courses will investigate historic impacts of environmental abuses and improvements on the nations of the world. For instance, students will study the impact of large populations of humans competing for diminishing natural resources such as potable water and fertile land.	The CTE Drafting courses will investigate historical development of architecture and its interaction with political forces. Students compare and contrast structures from different climates including impacts of using local building materials.

Table 9

SECTION VIII. District and Industry Match

The district will provide in-kind support in the form of release time for Lead Teachers (one period a day for one year). The district will provide a clerk to keep records, make reservations for trips, coordinate events, complete forms, type, file and provide clerical support to the GADA Team. This paid position will be filled by a student. This is a great

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opportunity for a student to learn time management, clerical skills, and the operation of various business machines. In-kind district contributions will also include thirty laptop computers and a computer storage cart, buses for field trips, substitutes to cover classes when teachers are released to go to meetings. Administrative support will include attending meetings, providing business contacts, attending workshops and conferences with the GADA team. The district In-Kind support will be in excess of \$56,300.00. The industry In-Kind funds include providing student concurrent enrollment in online courses, attending Advisory meetings, developing compatible courses and materials (including textbooks), assist with recruitment and registration, sponsor field trips to their facilities, assist in extra-curricular activities, provide mentoring, free tuition for college courses, and co-teaching classes. Their contributions for this year will exceed \$54,541.00.

SECTION IX. Use of Funds

The CPA funds will be used to for release time for teachers to meet, plan and implement the program. Students will benefit from green supplemental teaching materials, laptop computes, printers. During the first year GADA students will participate in two projects: working with middle school students on green issues, and providing suggestions for green retrofits in the surrounding neighborhood. GADA students will use projectors and document readers to present their information to the middle school students and residents of the neighborhood. These projects will be recorded on cameras purchased by these funds. Funds will be used to pay for buses for field trips to motivate students and provide real world connections. Consultant time will be used to bring more

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funds to insure longevity of the program beyond this grant. Consultants will also be
employed to help provide students with a wide array of green architectural internships.

Section X Timeline, Budget, and Budget Narrative

July 2009	GADA team works together at Summer Institute. The Advisory Committee will meet.
August 2009	A schedule of classroom speakers will be developed. Student mentors will be organized through business partners.
September 2009	Classes begin. Students attend opening event to learn of year's activities. The Advisory Committee will meet. Students begin working with mentors.
October 2009	Students with failing grades receive intervention. Parents attend event at Back to School Night. GADA submits report to the State for funding.
November 2009	The Advisory Committee will meet. Students will attend a field trip.
December 2009	Students will attend a field trip. GADA students work with middle school students on green projects.
January 2010	Students are off-track. GADA teachers meet to plan second semester. The Advisory Committee will meet.
February 2010	Students are off track. GADA teachers meet to plan second semester.
March 2010	Classes begin. Students will attend a field trip. The Advisory Committee will meet.
April 2010	Students with failing grades receive intervention. Students will attend a field trip. Recruitment begins for the 10 th graders entering in 2010.
May 2010	The Advisory Committee will meet. Recruitment assemblies complete the entering 2010 class of Sophomores. GADA students begin the neighborhood green retrofit project.
June 2010	Students and parents attend awards/recognition assembly. Classes end.

Grant Budget

Expenditure Codes	California Partnership Academy Funds	District Funds Equal 100%	Private, Public, Nonprofit Sector Funds Equal 100%	Budget Item Totals
1000 Certificated Salaries	\$11,208	\$40,731	\$37,950	\$89,889
2000 Classified		\$10,432		\$10,432

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Salaries				
3000 Employee Benefits	\$2,472	\$10,182	\$9,487	\$22,141
4000 Books and Supplies	\$18,072	\$1,000	\$5,000	\$24,072
5000 Services and other operating expenditures (other than travel expenditures)	\$6,125			\$6,125
5200 Travel & Conferences	\$2,750	\$2,000		\$4,750
6000 Capital Outlay	\$1,373	\$11,000		\$12,373
7000 Indirect Charges (CDE approved rates apply)				
Totals	\$42,000	\$75,345	\$52,437	\$169,782

Budget Narrative

Certificated Salaries

We have planned 2 fieldtrips per semester for GADA students and we will need substitute coverage for two conference days. A substitute is paid \$165 per day x 10 days x 4 teachers for a total of \$6,600. Because of scheduling challenges with the year-round calendar we are including 64 hours of planning time during the school-day to ensure time for future planning, reflection and time to resolve challenges as they arise. The average hourly salary for a certificated teacher is \$72 x 64 hours for a total of \$4,608.

The District provides an extra period off for the Lead Teacher of a small learning community. At an average salary of \$72 per hour x 163 days is a total of \$11,736 of in-kind contribution. The IVEA small learning community administrator will spend an estimated 75 hours over the course of the year to provide support for GADA including: attending meetings, assisting with planning and implementation, reflection and evaluation

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to make sure the program is moving forward effectively. The In-kind value for this
service is $\$116/\text{hr} \times 75 \text{ hrs} = \$8,700$.

Grant preparation, planning time, initial preparation and implementation of the GADA
is estimated at 75 hours for staff to be away from regular duties from March 2009
through December 2009. This has a value of \$12,375 in substitute pay. Another 110
hours in release time for the GADA team teachers to meet, visit other CPA sites, and
prepare for the opening of the GADA at the end of August is estimated to be $110 \text{ hrs} \times$
 $\$72/\text{hr}$ for a value of \$7,920.

The total In-kind contribution from the District for certificated salaries = \$40,371.

Our partners will be contributing their time to attending advisory board meetings,
special events such as career fairs, field trips, special events as examples. Hers is a list of
In-kind contribution costs for our partners:

6 advisory board meetings per year \times 3 hours per meeting including travel time \times \$75 per
hr has a value of \$1,350 for each. Currently, there are 5 community partners on our
Advisory Board.

The value of in-kind partner contribution for advisory board meeting is \$6,750

1 speaker per month \times 4 hours per speaker \times 8 speakers \times 75 = \$2,400

4 field trips per year \times 6 hours per trip \times 75 = \$1,800

1 orientation event per year \times 4 hours \times 75 per \times 10 attendees = \$3,000

1 career fair per year \times 4 hours per fair \times 75 per \times 10 attendees = \$3,000

Green Architecture and Design California Partnership Academy
James A. Garfield, Los Angeles Unified School District, Michael Summe, Principal

2 recognition events/year x 4 hours per event x 75 per x 10 attendees = \$6,000

We have started a planning process for our academy that has included several meetings with our partners so we may be ready to start next year. This process will continue into the beginning of implementation of the grant. The value of these services from various consultants such as Bonnie Blair from ITEP, and others who may not be available to be on the advisory board at \$75hr x 200 hours (total for all partners) = \$15,000. The total In-kind contributions for our partners is = \$37,950

Classified Salaries

District funds from the District CTE funds will provide full-time student assistants. There will be one assistant for each two month mester while he or she is on vacation. Since students get 4 months we anticipate providing work experience for 3 Garfield students. Students are paid \$8 per hour. \$8 hrs per day x 163 days = \$10,432.

Employee Benefits

Employee benefits for certificated staff were calculated on an average of 25% of their hourly salary for a total of \$10,182.

The In-kind value of benefits for our partner participation is \$9,487.

Books & Supplies

Our technology purchases are for direct use of teachers and students. Each year our students will have projects to do in their academy classes. Students will be creating our recruitment brochure for the ensuing years; they will be participating in field trips, career fairs and other events. Part of the requirement of the academy will be student

Green Architecture and Design California Partnership Academy
 James A. Garfield, Los Angeles Unified School District, Michael Summe, Principal
 documentation of all academy events. We will purchase 10 digital cameras for students to use in small groups. Teachers and students alike will use the projection/reader in academic and CTE classes, student and teacher presentations, meetings and special events such as the student orientation, recognition events and annual closing event. All costs include taxes and estimated shipping of 10%.

2 IBM Laptop computers	\$2,864
10 Cannon E1 Sureshot digital cameras	\$1,790
1 Sanyo TT025 projector/reader	\$1,731
2 Cannon Pixa printer	\$ 478
Total	\$6,863

Each student will receive a flash drive and there will be a few extra in case of damage or loss. We will upgrade the cameras, which usually come with a small amount of memory, with 2GB memory cards. We will supplement materials to do the various projects we are developing for our CTE courses. As an example, we may need soil, containers, and plants to design a natural green space around the IVEA small learning community area where the GADA academy will be located. We have budgeted an estimate of \$100 per student to purchase these supplemental materials. These can be use for supplemental career oriented materials for our academic classes or materials for our CTE class. Each student will become a member of Skills USA. The membership cost is \$15 per student x 75 students + \$19 per teacher x 4 teachers. Students will create a design for academy t-shirts for our students. They will wear the t-shirts to all field trips

Green Architecture and Design California Partnership Academy
James A. Garfield, Los Angeles Unified School District, Michael Summe, Principal
and other special events. We are budgeting \$10 per students x 75 students + tax and shipping for a total of \$895. We will purchase medals for awards for recognition events. We will design and create our Youth Environmental Specialist (YES) booklets for our motivational Green Certification. Categories will be created to acknowledge students in other ways besides only high academic achievement. We are budgeting \$5 per student x 75 students + tax and shipping for a total of \$448. The total for student supplemental materials is \$9,810 including tax and shipping.

GADA will also need basic office supplies for operations. One important consideration is paper, ink cartridges and postage for creating the brochures, flyers, and letters to parents and partners. We have budgeted \$1,253 for postage. This will enable us to mail recruitment material directly to the families of our 9th graders. We have allocated \$500 for paper and another \$334 for ink cartridges for our printer. This is a total expenditure of \$2,087 including tax and shipping. The total budget for the Books and Supplies category is \$14, 813.

In addition, we will be using miscellaneous office supplies from the school reserves with an estimated value of about \$1,000 as an in-kind contribution to GADA.

Services & Other Operating Expenses

A major challenge for education partnerships is to sustain current partners and seek new partners. School personnel do not have the time, or in some cases, the skills to do this on-going development. One way to ensure the successful sustainability of our academy is to use a part-time consultant who has business and community connections to work on behalf of creating new partnerships and sustaining current partnerships. We

Green Architecture and Design California Partnership Academy
James A. Garfield, Los Angeles Unified School District, Michael Summe, Principal
have provided \$5,000 for this purpose. At \$75 per hour this will provide 67 hours spread
over the 8 months the academy is in session.

Garfield parents have always been very generous towards the staff. The value of food
prepared and provided by the parents for the orientation and recognition events we
estimate to be at least \$500.

Travel & Conferences

In order to take all of our academy students on field trips we will need 2 buses per trip
for a total of 8 buses. We will purchase 4 buses from the grant $4 \times \$500 = \$2,000$ and
another 4 buses $\times \$500 = \$2,000$ for in-kind contribution from the school for our 4 field
trips this year. We are budgeting \$10 per student for anticipated fees related to a field
trip $\times 75$ students = \$750.

Capital Outlay

It is imperative that the academy have a secure storage cabinet which will hold all of
the equipment, computers, cameras, and supplemental materials for safety and to prevent
theft of purchased items. One large locked storage cabinet that is on wheels will cost
\$835 including tax and shipping. We will purchase 2 computer carts to hold laptop,
projector/reader, or other needed equipment when it is in use for a cost of \$315 including
tax and shipping.

For all of the events GADA will be hosting, it is important to have
microphone/speaker system. Students and teachers will use this for presentations,

Green Architecture and Design California Partnership Academy
James A. Garfield, Los Angeles Unified School District, Michael Summe, Principal
recruitment events and guest speakers. The cost of a system is \$537 including tax and
shipping. The total cost for this category is \$1,373 including taxes and shipping.

One laptop cart of 30 computers will be shared with the two career academies for
student use for a value of \$11,000.

Parental Support

The Following letter was distributed to GADA parents:

Monday December 7, 2009

Parent Support Sign In

Garfield High School is innovating because of the School Choice Initiative passed by the Los Angeles Unified School District Board.

The Green Architectural Design Academy (GADA) is asking you for your support to be selected by Superintendent Cortines to exist on campus for the school year 2010-2011.

The teachers of the small learning community IVEA received money from a California Partnership Academy grant from the California Department of Education this year. We transitioned from IVEA to GADA. This school year is the first year of a three year grant. We need your support to continue into years two and three.

The Goal of GADA is for all students to succeed through college preparatory standards-based courses toward graduation at Garfield High School. We use the motivation of career collaboration. GADA staff and students work with professionals from the green architectural career fields. Students attend field trips, join clubs, tour work places, and in their senior year, participate in work internships with green architectural companies.

GADA is an innovation to our instruction at Garfield. GADA is recognized as a California Partnership Academy by the California Department of Education. GADA is funded by the State of California until June 2012. For these reasons we believe that GADA represents the change required by the School Choice Initiative.

Please fill out the lines below and return this form if you support Superintendent Cortines selecting the Green Architectural Design Academy to continue at Garfield High School into the 2010-2011 school year.

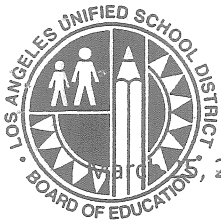
Thank You, Frank Carrillo, GADA Lead Teacher, Garfield High School

Student Name _____

Parent Name _____

Parent Signature _____

We received 19 returned signed forms. We are not publishing them in this document for privacy of parents and students names.



Los Angeles Unified School District

James A. Garfield High School

5101 East Sixth Street • Los Angeles, CA 90022

Telephone: (323) 981-5500 • Fax: (323) 268-4957

Ramon C. Cortines
Superintendent of Schools

Carmen N. Schroeder
Superintendent, Local District 5

Michael Summe
Principal

Ms. Judith Day

Green Architectural Design Academy (GADA)

5101 E. Sixth Street

Los Angeles, Ca 90022

Dear Ms. Day,

Garfield High School has a very active Community Center with two full time community liaisons. We work hard to support the parents at Garfield. Each month we have a full agenda of activities for the parents and we participate in all of the school events such as Open House or Career Day. We have included our calendar for the month of April.

We are excited about the addition of a Green Architectural Design Academy for our Industrial, Engineering, Architecture (IVEA) small learning community. We will work closely with the Lead Teacher to support parent activities for the academy. We are willing to speak to parents, assist with meetings, recruit parents to help teachers with projects and assist with recruitment of students for the academy.

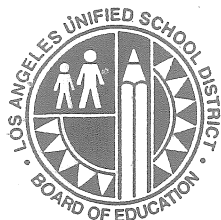
We will send letters to parents when their child is falling behind to let them know about interventions available. We regularly provide translation services for non-English speaking parents so they may better communicate with the teachers. We are pleased to be part of the advisory board for GADA.

Sincerely,

Rose M. Th
Pr

Superintendent's Charge

Our charge is to fundamentally improve the interaction between the teacher and the student to create critical thinkers prepared to participate in a diverse and complex society



Los Angeles Unified School District

James A. Garfield High School

5101 East Sixth Street • Los Angeles, CA 90022

Telephone: (323) 981-5500 • Fax: (323) 268-4957

Ramon C. Cortines
Superintendent of Schools

Carmen N. Schroeder
Superintendent, Local District 5

Michael Summe
Principal

High School Initiatives/Career Education Office
California Department of Education
1430 N. Street, Suite 4503
Sacramento, CA 95814

March 26, 2009

LETTER OF SUPPORT FOR OUR GREEN ARCHITECTURAL DESIGN ACADEMY

Dear CPA Committee:

The Visual, Industrial, Engineering & Architectural (IVEA) small learning community has about 15 teachers and 500 students. We were started at the time Garfield received a federal grant to develop small learning communities at Garfield High School. Our SLC houses most of the CTE electives available to Garfield students. We offer the traditional CTE courses such as automotive, woodshop, cooking, drafting and graphic arts. The single biggest challenge we have faced since our inception is that it is difficult to teach our own students because all students need a technical art as part of their graduation requirement. This has sometimes made it difficult to keep our focus on small learning communities, never the less we continue to do all we can.

The prospect of starting a California Partnership Academy for IVEA is very exciting to us. We will finally have the chance to provide our students with a unique experience that will differentiate us from the rest of the small learning communities at Garfield. We are all very excited about this opportunity. The Green Architectural Design Academy (GADA) will allow our drafting teacher to have 2 sections of drafting with our students exclusively this next year. As the academy grows, we will have a full schedule of only GADA students in our core and GADA related CTE courses!

We are experiencing a new enthusiasm and are happy to support this new project. We have been involved throughout the entire process from visiting other CPA academies to attending meetings with our partners. It is energizing to know there will be time for planning and working together and developing new ideas to use in our core academy classes. It is very rewarding to be part of a team that is respected and to have an important role to play in the design and future of GADA.

We are looking forward to working with our partners, recruiting our students and engaging their parents that will help our students succeed. Traditionally, IVEA has attracted a larger portion of "at risk" students than some of the other academies. Now we will have the opportunity to offer these students something unique.

Thank you for providing this opportunity to our IVEA small learning community.

Dr. Frank A. Carruth
J. T. Carruth

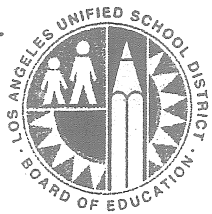
H. Haring

John T. Brown

Michael Summe

Superintendent's Charge

Our charge is to fundamentally improve the interaction between the teacher and the student to create critical thinkers prepared to participate in a diverse and complex society



Los Angeles Unified School District

James A. Garfield High School

5101 East Sixth Street
Los Angeles, CA 90022
323.981.5500

Ramon C. Cortines
Superintendent of Schools

Carmen N. Schroeder
Superintendent, Local District 5

Michael B. Summe
Principal

March 29, 2009

CALIFORNIA DEPARTMENT OF EDUCATION
High School Initiatives and Career Education Office
California Partnership Academy
1430 N Street, Suite 403
Sacramento, CA 95814
ATTN: Ms. Karen Shores

Ms. Shores:

I am writing this letter as part of James A. Garfield High School's application for a California Partnership Academy Grant for its **Green Architectural Design Academy**.

At Garfield, we are promoting small learning communities as a key component in our plan to improve student achievement. The Green Architectural Design Academy is an important part of this effort. We are proud to say that we have secured two partners: East Los Angeles College and the Los Angeles Department of Parks and Recreation. Together, we are resolved to develop career paths in the industries involved in green architecture for the children of East Los Angeles.

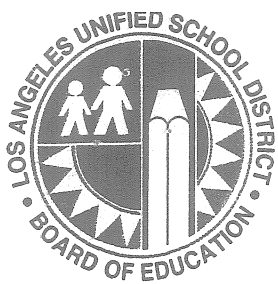
I was formerly the principal of Phineas Banning High School in Wilmington, which had three CPA grants; so I know how valuable such state assistance can be, and I have learned to put the grant money to good use to develop strong career academies. I am hopeful that a CPA grant will be awarded to Garfield's Green Architectural Design Academy. I am committed to supporting this academy and doing everything in my power to make it a success.

I thank you and the California Department of Education for your support in these trying times.

Sincerely,

Michael B. Summe

Michael B. Summe
Principal



LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5
2151 North Soto Street
Los Angeles, CA 90032
Telephone (323) 224-3173 Fax (323) 224-3394

Ramon C. Cortines
Superintendent of Schools

Carmen N. Schroeder
Superintendent, Local District 5

Myra Fullert
High School

March 27, 2009

Ms. Judith Day
5101 E. Sixth Street
Los Angeles, CA 90022

Re: Green Architectural Design Academy (GADA)

Dear Ms. Day:

I am pleased to write this letter of support for your efforts to establish a career academy of Green Architectural Design Academy (GADA) within the Small Learning Community of Global Studies at Garfield High School.

Career academies are strong motivators for students who, otherwise, are struggling in their education. The only other high school in Local District 5 to have a career academy is Wilson High School. We need as many such academies in Local District 5 as we can get in order to meet the needs of all our students. Many of our students are unaware of the many career choices available to them.

Green Architectural Design Academy (GADA) is an ideal choice given the proximity to the freight yards and many warehouses in the City of Industry which are very close by Garfield. I know with the hard work and dedication that you have put into the development of this academy it will be successful for our students.

Local District 5 will provide any support we can in assisting with finding supplemental curriculum and other resources. We have the ability to generate student data reports that will be helpful in on-going assessment of your program. We will participate in meetings and recognition events as much as possible.

This is an excellent opportunity for your students to participate in an exciting and real world-based program that has the potential to improve graduation rates and the personal success for our "at risk" youth.

Sincerely,


Myra J. Fullerton
Director

Superintendent's Charge

Our charge is to fundamentally improve the interaction between the teacher and the student to create critical thinkers prepared to participate in a diverse and complex society.

JAMES SMITH-Architect
1617 W. Clark Ave.
Burbank, CA 91506

Judith Day
Garfield High School
5150 E. Sixth Street
Los Angeles, CA 90022
Green Architectural Design Academy

Dear Ms Day,

As an architect in the Los Angeles area for 35 years, the Chief of the Development Division for Los Angeles County Department of Parks and Recreation, an instructor for 30 years in the UCLA Extension Landscape Architecture Department and a member of the US Green Building Council, I am enthusiastically in full support of the creation of the Green Architectural Design Academy at Garfield High School.

I also serve on the Environmental and Energy Task Force and on the County's Green Leadership Awards selection committee which has revived student green programs at other high schools.

The Development Division I head consists of architects, landscape architects and planners which is creating a model fully sustainable urban park at an existing site include LEED EB (Leadership in Energy and Environmental Design) criteria for the existing buildings, alternative energy (solar power), storm water management, water conservation, use of drought tolerant and native plants and recycling and green purchasing for the operation portions of the park.

The Division has also developed a recycled water master plan for the County along with multi benefit projects with the County's Water Shed Division of the Department of Public Works.

As an instructor in the UCLA Landscape Architecture Department I have developed courses in sustainability including an Eight County Regional Master Plan for Green and Open Space.

Again, I feel a program such as the Green Architectural Design Academy which is being developed at Garfield High School should be a prototype to be introduced in high schools throughout the county if we are to reverse the environmentally negative impacts we have created on the planet.

Sincerely,


James W. Smith, AIA

Tutortronics

Judith Day
Assistant Principal, Small Learning Communities
Garfield High School
Judith.day@lausd.net

March 29, 2009

Dear Ms. Day,

I am responding, in the affirmative, to your request for my participation as a community and business partner on the advisory board for the Green Architectural Design Academy (GADA) which will be a new academy in Garfield High Schools' Industrial, Visual, Engineering & Architecture (IVEA), Smaller Learning Community (slc).

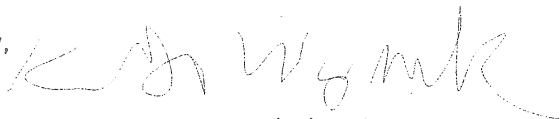
Tutortronics is a Los Angeles based, for profit business, that develops and provides both educational products and services for private and public projects. In 2002 Tutortronics started out producing English language programs for the Japanese market which used a conventional tape card reader and playback system.

From 2003-to the present Tutortronics has housed and sponsored the community efforts of Caltek.net which was a non-profit project of Community Partners from 2001 through 2006. Caltek.net has been responsible for the research and development of expertise in the Open Source Learning Management Systems (LMS). Caltek.net has partnered with Solution Grove, of Boston, MA on multiple proposals to both LAUSD and the County of Los Angeles. In 2006 Solution Grove established an advanced, user centric, LMS and e-Portfolio System for Roosevelt High School with funding support from Roosevelt High School Alumni Foundation and school-wide adoption by the Principal. Even though the system has not reached it's potential utilization today it does have some 700+ individual accounts made up of 420 Students, 80 Staff, 116 Advisors, and 8 Guests.

The <http://SolutionGrove.com> educational technology is evolving. It is a closed (Intranet) system that provides a working platform that we can use to plan and develop a dynamic, efficient communication system based on the information workflow requirements of all parties (<http://school2-0.org>) in and associated with the GADA and it's funders.

At the same time of helping to utilized existing Free Open Source Software, I will be working to broaden community linkages for GADA to career technical education courses with my existing working relationships at both East Los Angeles and Los Angeles Trade Tech Colleges. There will also be other linkages to appropriate businesses and institutions.

Sincerely,



Kenneth M. Hayrick - kmw@caltek.net

1636 ½ S. Menlo Ave, Los Angeles, CA 90006



Phone: (213) 745.4560



THE USC IGM ART GALLERY

An art-framed forum for open-minded, deliberative discussion

Larry Kedes, MD
IGM Founding Director

Lynn Crandall, MA
IGM Gallery Director

Advisors Council

Thomas H. Frye Jr.
Co-Founder
LearnOnline, Inc.

Barry Tavlin, Founder
The Inspiration Project

Samuel Fassbinder, PhD
Educator/Writer

Faranak Van Patten
Founder, The Asia Society
West Coast

Soussan Arfaania, Trustee,
Iranian American
Association of N. America

Luis Garcia, MSW
Director of Community
Relations/Program Development,
Daily House Network, DHNET LLC,

Les Hamasaki, Executive Director,
Green Inst. for VillageEmpowerment, Inc.
Tom Bradley Legacy Fdn. Board Member

Judith Day
Assistant Principal, Small Learning Communities
Garfield High School
Judith.day@lausd.net

March 29, 2009

Dear Ms. Day,

We understand that you are proposing a program that will be starting with about 75 – 80 10th graders next year. Their academic core classes are: math, social studies, and science. They will be programmed together and one career Technical Course, drafting, will be associated with this cluster. We understand that you are asking the USC IGM Art Gallery to join you to inform, engage and empower your students through real life interdisciplinary, cross-cultural, state standards consistent experiential training that will lead to green careers, higher education and international travel opportunities.

The USC IGM Art Gallery provides a credentialed, state identified master teacher and years of documented, award winning programs already tested in pilot programs on students from Wilson, Lincoln, Francisco Bravo, and Sacred Heart High Schools. The Gallery provides three art exhibits a year, each installed for four months and each providing a series of events and forums suitable for your students' needs. The Gallery's 100 seat lecture hall and our association with other academic departments throughout USC's humanities and health sciences campuses as well as with community leaders surrounding our two campuses will provide your students with an abundance of opportunities. Our partners at caltek.net have worked in association with us for seven years, providing state-of-the-art communications technology programs enabling us to document and manage archives of all our projects. Strategies for growth are based on where we were and where we are and enable us to forecast with considerable certainty where we can go for long range sustainability of our programs.

We welcome association with your program to continue our education and cultural programs and important art exhibits at no cost to the public, students or university personnel who benefit from them. Direct questions or requests for more information to Lynn Crandall,
lynn.crandall@gmail.com or 310-479-1817.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Lynn Crandall', written over a horizontal line.

Lynn Crandall, Director
USC IGM Art Gallery

Larry Kedes, MD
Director, the Institute for Genetic Medicine

Institute for
Genetic Medicine
USC Keck School of
Medicine
2250 Alcazar Street
CSC 240
Los Angeles, CA
90033

Contact:
lynn.crandall@gmail.com
310-479-1817

The mission of The Institute for Genetic Medicine Art Gallery is to serve as an art-framed forum for open-minded, deliberative discussions on complex social issues that interface with the creative process and research findings in genetic research, health and social systems.



COUNTY OF LOS ANGELES
DEPARTMENT OF PARKS AND RECREATION
"Creating Community Through People, Parks and Programs"

Russ Guiney, Director

March 25, 2009

Ms. Judith Day
Green Architectural Design Academy (GADA)
Garfield High School
5101 E. Sixth Street
Los Angeles, CA 90022

Dear Ms. Day,

The Los Angeles County Department of Parks and Recreation has a long history of working with Garfield High School with our recreation program and tuition for athletes. Mr. Escobar is a familiar face in the Physical Education department. We have a strong history of collaboration with schools and offer a variety of youth programs including the Saybrook Park At-Risk-Youth Facility that is located in your zip code.

The Los Angeles County Department of Parks and Recreation is committed to environmental issues and our strategic plan calls for us to be "stewards of the green" in how we use our resources and through education. We are responsible for operating 10 major regional parks, 67 local parks as well as 4 arboreta and botanic gardens, several natural areas and golf courses, and more.

There are many aspects of maintenance and operations of parks that relate to green architectural design from tree planting, landscape design which includes native plants, water and energy conservation for efficiency and fiscal responsibility.

I have selected Mr. Escobar to be our point person for your school. He will attend the Advisory Board Meetings and act as the liaison between the Los Angeles County of Parks and Recreation Department and Garfield High School. We will work together to design educational field trips to: Whittier Narrows Nature Center, the Obregon Green Park site, Eaton Canyon Nature Center, Upper San Gabriel Valley Water District and Jim Smith, UCLA Architecture Instructor, who also works for the Department of Parks and Recreation designing "green" friendly facilities. These are excellent examples of a "green" park and visits to other natural areas. We will design internship opportunities for your academy students that relate to the green design of GADA.

We are also able to visit classrooms to talk about the many diverse careers that are available with an organization such as the Los Angeles County Department of Parks and Recreation. We will assist with and attend various events such as the Academy Career Fair and parent and recognition events.

I strongly urge the California Department of Education to fund your proposal. East Los Angeles has a strong sense of community, but too often the young people are not exposed to the many opportunities that are available to them. The GADA at Garfield High School is a strong step in that direction.

Sincerely,

A handwritten signature in cursive script, appearing to read "Frank Gonzales".

Frank Gonzales, Deputy Director
East County Community Services Agency

FG:mc

March 30, 2009

To the Green Architectural Academy

My name is Isabel Escobar Sanchez and I would like to be student advisor for your new academy. I have attended Garfield high school for the past two years and am currently a senior. Over the course of those years I have dedicated over 40 hours of community service to the school, have participated in various clubs and activities like CFS and the Red Cross Blood Drive, and maintained the fourth highest GPA: a 4.32. It is through all these experiences that I have truly become a part of this school. Now that I am graduating, it would be my honor to continue being a part of this school through the Green Architectural Academy advisory committee.

Ever since I was a first grader I decided that I wanted to be an Architect, and now that college is so close that ambition has only grown. It would be great if I could contribute to a SLC that helps students reach this career goal as well. I believe that my career aspirations and my experience as a Garfield student give me a good perspective to become a student advisor.

As a student advisor I would more than willing to help with fieldtrips and activities, as my schedule sees fit. I could attend meetings and give a student perspective on new ideas. I want to let it be known that I want to participate in this advisory committee see this new idea take place and grow into a prosperous art of Garfield High School. Thank you for this considering me for this great opportunity.

Sincerely,

Isabel Escobar Sanchez



EAST LOS ANGELES COLLEGE

ERNEST H. MORENO
President

1301 Avenida Cesar Chavez
Monterey Park, California 91754-6099

323 265-8650



March 25, 2009

Ms. Judith Day
Green Architectural Design Academy
5101 E. Sixth Street
Los Angeles, Ca 90022

Dear Ms. Day,

The MESA program at East Los Angeles College (ELAC) is excited about becoming an additional ELAC partner. We know you have been working closely with the Dean of Academic Affairs and the Computer Applications and Office Technologies department. We have recently been funded to provide a Green Science & Technology Curriculum Project that will dovetail nicely with your Green Architectural Design Academy. I am pleased to join your advisory board and will continue to work with you on our mutual projects.

We will support your students joining the MESA program and include Garfield GADA students as part of our annual Earth Day. ELAC MESA students can talk with your students about the educational opportunities in a variety of fields. We will be part of any education or career days planned with GADA

Thank you for your participation in our Green Science & Technology Curriculum Project. We urge the California Department of Education to fund GADA. This is a growth area for the 21st century and the students in East Los Angeles need more access to education and future growth industries.

Sincerely,

Armando M. Rivera, Ph.D.
MESA Program Director
GSTCP Director
riversaam@elac.edu
(323) 265-3722

Gayle Brosseau
Dean, Academic Affairs, Economic Development
BrosseGD@elac.edu
(323) 260-8198



Los Angeles Unified School District
East Los Angeles Skills Center
3921 SELIG PLACE, LOS ANGELES, CALIFORNIA 90031
TELEPHONE: (323) 224-5970 FAX: (323) 222-2351

RAMON C. CORTINES
Superintendent of Schools

ED MORRIS
*Assistant Superintendent
Division of Adult and Career Education*

WENDY RAMIREZ
Principal

March 30, 2009

Ms. Judith Day
Green Architectural Design Academy
5101 E. Street
Los Angeles, CA 90022

Dear Ms. Day

I am very happy to hear that you are starting a Green Architectural Design Academy at Garfield. As you know The East Los Angeles Skills Center provides a unique curricular program which coordinates academic and vocational training. Instruction is designed to improve the student's academic or basic skills competence while simultaneously preparing the student for job specific employment.

The Center is dedicated to promoting personal development, technical skills and economic opportunity in the diverse community it serves. Partnerships with educational, business and community based organizations are intended to support the overall program by enabling the student to realize his/her potential as a productive and contributing member of society.

The East Los Angeles Skills Center has many resources for collaboration with your students. We offer concurrent enrollment so students who are falling behind in their basic courses can enroll to make up classes they need to stay on the path to graduation. We are willing to work together with you to provide resources for your students who otherwise would drop out of school. Additionally, we are involved with Skills USA and can assist you with starting up your chapter at Garfield.

We are happy to be represented on your advisory board and to assist in guiding the development of GADA. We know from our past meetings over the last two years that you have been working long and hard to find a way to bring a career focus to your small learning communities and we fully support your efforts. Congratulations on getting to this step.

We look forward to working more closely with you and wish you well with your grant proposal.

Sincerely,

A handwritten signature in cursive script that reads "Wendy Ramirez".

Wendy Ramirez
Principal

"We are a progressive educational facility committed to provide excellence in academic education, skills training and job placement, supported by community involvement enabling all students to become responsible and productive individuals"

Intelligent Permaculture Solutions
Dennis Pilien, Consultant, M.A., M.S.

March 30, 2009

Dear Mr. Carrillo and Ms. Day,

Thank you for your visit to Banning High School last week. I am pleased to hear that you are developing a Green Architectural Design Academy (GADA) at Garfield High School. The Partnership Academies have proven to be a positive motivator for all our high school students involved, especially for those who have less motivation to succeed in school and consider advancing their education.

My consulting business, Intelligent Permaculture Solutions, revolves around finding green and sustainable solutions for existing problems. I work with schools, businesses and homeowners to assist with improving their environmental footprint upon our earth. I have developed numerous business and community contacts that would be interested in this type of partnership. My fees would probably be between \$100 and \$200 per hour depending on the work required, but it may vary, and the complexity of the project.

I am happy to serve on the GADA Advisory Board. Some ways I can take an active role include:

- assistance in developing and planning student projects, for example designing, creating and maintaining an environmentally green landscape area at Garfield
- visits to classrooms to talk with students about the wide and far reaching career opportunities in this field *Debs*
- lead a field-trip to Dep Park in Los Angeles county that is a green design park where students can learn about environmentally healthy outdoor community space
- assist teachers with designing "green" classroom projects that integrate into the curriculum.

I wish you well with your grant proposal. From our conversations, I can see this is a well thought out plan and worthy of being funded. I look forward to our first Advisory Board meeting this coming April.

Sincerely,

Dennis Pilien
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