Waiver Identification Form

School Site: _South Region High School #8 at #9 - STEAM_

Proposed School/Design Team Name: _Movimiento Bellas Artes_

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**: _7 waivers / Side Letters_

☐ 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: _Ramona Rogros_ Date: _2/6/12_

UTLA Chapter Chair/Rep: _____ Date: _____

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

FINAL LETTER OF INTENT

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

APPLICANT TEAM INFORMATION

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

Movimiento Bellas Artes

Address: PO BOX 414 Bell, CA 90201	Phone Number: 323-826-3900
Website (if applicable) http://movimientobellasartes.com	Email Address: Carla.barrera-ortiz@lausd.net

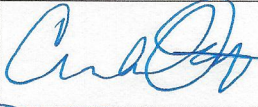| School site for which your team is submitting a Letter of Intent:	South Region HS #8 at 9
Grade configuration of your school:	9-12
School model for which you are applying:	☐ Traditional ☐ Pilot ☐ ESBMM ☐ Network Partner ☐ Affiliated Charter ☐ Independent Charter
Please respond: 1. Are you planning 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. yes 2. 2 3. 2
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. August 14, 2012 – June 4, 2013 2. December 17, 2012- January 6, 2013 3. March 25, 2013- March 29, 2013

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Carla Barrera-Ortiz	*(signature)*	323-832-5700	carla.barrera-ortiz@lausd.net	Bell HS
2. Delia Castillo	*(signature)*	323-826-3900	dxc9771@lausd.net	Orchard Academies 2B
3.				

PSC 3.0
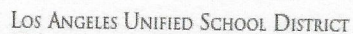# Commitments and Expectations Form

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*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	MOVIMIENTO BELLAS ARTES
Name of Team Representative	CARLA BARRERA-ORTIZ
Signature of Team Representative	

Design Team Member Name	Signature
DELIA CASTILLO	
CARLA BARRERA-ORTIZ	

School Calendar 2012-2013

Note: This is a tentative calendar that needs to be finalized according to the approved LAUSD traditional school year calendar for 2012-2013.

Date	Program
July 2	Open Enrollment Sessions Begin
July 9-31	Summer Transitions Institutes (Parents & Students) Mandatory Intervention
July 16-July 17	School Leadership Team Retreat
July 26-July 27	CAHSEE Diagnostic for Summer Transitions Institute Students
August 1-August 8	Professional Development Institute
August 13	Pupil Free Day
August 14	First Day of School
August 14-22	STAR Reading and Math Diagnostic (School-Wide) Student Individual Learning and Growth Plan Portfolio Overview CAHSEE Diagnostic all eligible student (exclude
August 31	No School
September 3	Labor Day
October 2 and October 3	CAHSEE
October 9	First Quarter-40 days of Instruction (8/14-10/9)
October 10-12	Quarter 1-Performance/Benchmark Assessments
October 15	Pupil Fee (Professional Development)
October 16-19	Tier 1 Intervention: Re-Teach Q1 Power Standards
October 22	Quarter 1 Progress Grades Due Quarter 2 Begins
October 22-26	Student (ILGP) Review/Reflection-Advisory
(To be determined)	CELDT Testing Ends
November 6 and November 7	CAHSEE
November 12	No School-Veterans Day
November 22-23	No School-Thanksgiving Break
December 1 and December 8	CAHSEE
December 3-7	School-wide STAR Reading and Math Assessments
December 10-December 13	Quarter 2-Perfomance/Benchmark Assessments Second Quarter - 33 days of Instruction (10/22-12/7)
December 14	First semester grades due
December 17-January 6, 2013	No School-Winter Break
January 7, 2013	Pupil Free Day-(Professional Development)
January 8, 2013	Classes Resume
January 8-11	Tier 1 Intervention: Re-teaching Q2 Power Standards Student (ILGP) Review/Reflection-Advisory
January 14	First Day of Spring Semester-Quarter 3
January 21	No School –Martin Luther King Holiday
February 5 and February 6	CAHSEE
February 18	No School-Presidents' Day
March 4	Quarter 3 Ends -39 days of instruction (1/14-3/4)
March 5-March 8	Quarter 3-Performance/Benchmark Assessments
March 11	Quarter 3- Progress Grades Due-Pupil Free Prof. Dev

March 12-15	Tier 1 Intervention: Re-teach Quarter 3 Power Standards Student (ILGP) Review/Reflection-Advisory
March 12 and March 13	CAHSEE (10th grade final count)
March 18	Quarter 4 Begins
March 25-29	Spring Break
April 1-April 5	Quarter 4 Begins-CST Review
To be determined	CST Testing Window
May 6- May 17 (To be determined)	AP Testing
May 17	Quarter 4 Ends -40 days of instruction (3/18/13-5/17/13)
May 24 (To be determined)	CAHSEE Make-Up (Grade 10)
May 20-23	Quarter 4 Performance/Benchmark Assessments
May 27	No School-Memorial Day
May 28	Second Semester Final Grades Due
May 28-31	STAR Reading and Math Testing Tier 1 Intervention-Re-Teach Quarter 4 Power Standards
June 3-June 7	Student ILGP Reflections
June 4	End of the School Year
June 10-July 3	Mandatory Intervention
July 8-July 31	Transitions Institutes (Students & Parents) Mandatory Intervention

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
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: 2/5/12

School/Office: South Region High School #8- VAPA/STEAM   **Local District 6**

CBA Section (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived: Article IX, Sec. 5.0 Duty-Free Lunch and Nutrition
Waiver Description: (Describe the actions that require a waiver) • Monitoring school grounds before school, during lunch, during nutrition or afterschool (Rotation) • Monitoring the library media center before school, during lunch, during nutrition or after school. (Rotation)
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) We are committed to ensuring the safety of all students. However, we anticipate that staff size limitations will impact effective supervision of students. We will need to employ the assistance of all teachers in monitoring the school grounds, including the library media center before school, during lunch, during nutrition or after school on a rotational-basis. Limited staffing calls for intensive supervision to ensure that ..."special situations requiring intensive supervision" are handled adequately and appropriately and will ensure the safety of all students and teachers and staff.

Requesting Administrator's Approval:

Terri Arnold (PZ)   _2/6/12_

Principal/Administrator   Date

Ramon Laynes   _2/6/12_

Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Ave., 14th Floor
Los Angeles, CA 90017
Fax: 213- 241-8405

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
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: 2/5/12

School/Office: South Region High School #8- VAPA/STEAM   **Local District 6**

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

3.0 Requested Rights subject to Article IX- Hours, Duties, and Work Year:

Article IX, Sec. 1.0, General workday provisions

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

- Dedicate at least two hours a week after school (unpaid).

At least two hours of unpaid school time (i.e., beginning of the school year) will give teachers opportunities to provide instructional and enrichment support to our students, to collaborate with colleagues and take part in committees. Upon release of categorical monies, teachers will be compensated for after-school and Saturday intervention and enrichment support.

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

Meeting the diverse needs of the student population requires structures that support intervention and social-emotional needs that may required dedicated time for providing homework help, meeting with students, parent conferences, or other miscellaneous work-related functions.

Requesting Administrator's Approval:

Terri Arnold (by)   2/6/12

Principal/Administrator   Date

Ramona Lopresu   2/6/12

Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Ave., 14th Floor
Los Angeles, CA 90017
Fax: 213- 241-8405

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
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: 2/5/12

School/Office: South Region High School #8- VAPA/STEAM   **Local District 6**

CBA Section (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived: Article X, Sec. 3.0 - Evaluation and Discipline- Frequency
Waiver Description: (Describe the actions that require a waiver)   Annual evaluation of teachers and staff
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)   Continuous school improvement is a very important part of this school proposal and can be best achieved by having teachers collaborating and reflecting on their teaching practices. Therefore, teacher growth is dependent upon teacher evaluations through observations, reflections, and intervention methods, if necessary. A jointly developed teacher evaluation system will be in place to evaluate the continuous growth of all of our teachers. This teacher evaluation system entails a cyclical reflective process for evaluating teachers and relies on having autonomy over the frequency of teacher and staff evaluations.

Requesting Administrator's Approval:

Terri Arnold (Bg)   2/6/12

Principal/Administrator   Date

Rowena Lyross   2/6/12

Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Ave., 14th Floor
Los Angeles, CA 90017
Fax: 213- 241-8405
Phone: 213- 241-6056

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
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: 2/5/12

School/Office: South Region High School #8- VAPA/STEAM   **Local District 6**

CBA Section (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived: 3.0 Requested Rights subject to Article IX- Hours, Duties, and Work Year:
Waiver Description: (Describe the actions that require a waiver)   Article IX, Sec. 4.4 Meeting on the two pupil-free days
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)   Teachers will be expected to attend on-site professional development that will be held prior to the first day of instruction. Additionally, teachers will be expected to attend off-site professional development conducted by our community partners such as MOCA, PLTW, and Mobilize. Likewise, teachers will be expected to meet during vacation for curriculum planning and specialized training.   • 5 Professional development days prior to opening day of the school   • 5 Professional development days with our community partners, if applicable.   • Employees and staff will report to work <u>one week</u> prior to the first day of instruction for PD and school setup and <u>three</u> days at the closing of the school year.   • Attend Saturday 9th grade orientation   • Meet during vacation for curriculum planning

Requesting Administrator's Approval:

Terri Arnold (By)   2/6/12

_____   _____
Principal/Administrator   Date

Rowena Lagrosa   2/6/12

_____   _____
Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Ave., 14th Floor
Los Angeles, CA 90017
Fax: 213- 241-8405
Phone: 213- 241-6056

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
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: 2/5/12

School/Office: South Region High School #8- VAPA/STEAM   **Local District 6**

CBA Section (identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived: ARTICLE XI - Transfers 9.3b.
Waiver Description: (Describe the actions that require a waiver)   • Teacher transfer requests
ARTICLE XI - Transfers 9.3b. Teacher transfer requests will be handled according to the instructional needs of the school and will not be subject to transfer clauses in Article XI, Sec. 9.3b, which currently allows for multiple teacher transfer requests to be determined based on consecutive service at the worksite. We seek autonomy in this regard to be able to select teacher's transfer requests based on teacher qualification, willingness and professional fit at VAPA H.S. and STEAM H.S.

Requesting Administrator's Approval:

Terri Arnold (By)   2/6/12

Principal/Administrator   Date

Laurene Lopez   2/6/12

Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Ave., 14th Floor
Los Angeles, CA 90017
Fax: 213- 241-8405

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
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: 2/5/12

School/Office: South Region High School #8- VAPA/STEAM   **Local District 6**

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

BANKED PD TIME Article IX-B, Section 2.0

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

Professional Development Waiver

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

We will utilize the automatic waivers to determine our professional development time however; we seek a waiver for professional development.

Professional Development Waiver Request:

The Superintendent of Local District 6 has the authority to and has indicated that she will approve a waiver request to combine professional development banked days with shortened day hours so that the school can schedule professional development Mondays throughout the school year. This professional development waiver will allow us to meet weekly, thus enabling our staff to divide our meeting time between PLC, interdisciplinary, and professional development needs. Increasing the frequency of our weekly meetings will provide more consistency and coherence for collaboration, planning and evaluation

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Requesting Administrator's Approval:

Terri Arnold (By)
_____
Principal/Administrator   Date

Rowena J. Lagrosa   2/6/12
_____
Local District Supt/Division Head/Designee   Date

Send or fax completed/signed form to: Office of Staff Relations

Commitment to the STEAM Plan for

South Region High School #8 at 9

Our school's design plan outlines a coherent and consistent academic program based on best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment.

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for STEAM High School at South Region HS #8 at 9.
- I understand and commit to support the expectations, goals and vision embedded in the approved STEAM HS Plan.
- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at STEAM HS at South Region HS #9.

_____   _____

Teacher Signature   Date

Public School Choice 3.0 - Performance Plan
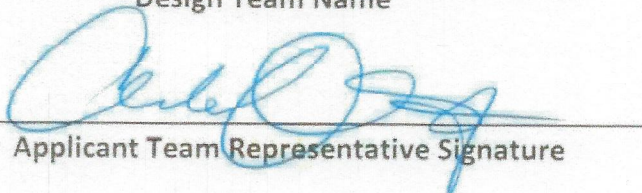
	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target N/A	Year 3: Goal/ Target N/A
					Addressing the Needs of All Students			
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	44%	57%	80%	See Curriculum and Instruction Section B-1, d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3, b. Graduation Requirement		
10	CAHSEE Pass Rate (10th grade)	66%	63%	75%		See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
11	% Students In A-G Courses Receiving Grade of C or Higher	18%	21%	60%				
12	% Graduates Meeting A-G Requirements	18%	21%	60%				
RETENTION RATE (high schools only)								
	# First Time 9th Graders	Not Known	1,148	150	See Curriculum and Instruction Section B-1, d. Addressing the Needs of All Students	N/A		
	% Retained 9th Graders	40%	47%	90%		See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	94.6%	93.1%	98%	See School Culture and Climate Section B-4	See School Culture and Climate Section B-4, f. Policies		
14	Attendance Rate for All Staff	94%	95%	100%		See Staffing Section B-8, c. Performance Reviews		
15	Number of Suspensions	4	13	5		See School Culture and Climate Section B-4, f. Policies		
16	School Experience Survey: % Parents Participating	16%	11%	50%	See Parent and Community Engagement Section B-5, b. Strategies	See Parent and Community Engagement Section B-5, b. Strategies		
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	33%	26%	80%				

Grupo Movimiento Bellas Artes   11-17-11

Design Team Name   **Date**

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

Public School Choice 3.0 - Performance Plan

PSC School Site: SRHS #8 (opening at SRHS#9)   **Design Team Name: Grupo Movimiento Bellas Artes (VAPA)**

	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 N/A	Year 3: Goal/ Target N/A
CST ELA								
1	% of all students scoring FBB/BB	36%	31%	See #2 for strategies to decrease the % of students scoring FBB/BB	See #2 for strategies to decrease the % of students scoring FBB/BB	See #2 for strategies to decrease the % of students scoring FBB/BB		
	English Learners	69%	70%					
	Special Education	85%	79%					
	African American							
	Latino	35%	31%					
	White							
	Asian							
	Economically Disadvantaged	34%	29%					
2	% of all students scoring Prof or Adv	29%	31%	45%	See Curriculum and Instruction Section B-1, d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
	English Learners	5%	5%	25%				
	Special Education	2%	3%	25%				
	African American							
	Latino	29%	31%	45%				
	White							
	Asian							
	Economically Disadv.	29%	32%	45%				
CST MATH								
3	% of all students scoring FBB/BB	50%	47%	See #4 for strategies to decrease the % of students scoring FBB/BB	See #4 for strategies to decrease the % of students scoring FBB/BB	See #4 for strategies to decrease the % of students scoring FBB/BB		
	English Learners	70%	68%					
	Special Education	87%	83%					
	African American							
	Latino	49%	47%					
	White							
	Asian							
	Economically Disadv.	48%	45%					
4	% of all students scoring Prof or Adv	24%	27%	40%	See Curriculum and Instruction Section B-1, d. Addressing the Needs of All Students	See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
	English Learners	11%	11%	30%				
	Special Education	4%	2%	25%				
	African American							
	Latino	24%	27%	45%				
	White							
	Asian							
	Economically Disadv.	24%	27%	40%				
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	13%	14%	45%	See Curriculum and Instruction Section B-1, d.	See Assessments and School-wide Data Section B-3, c. Data Collection and Monitoring		
8	% EL Students Scoring Proficient on CELDT	25%	22%	45%				

SRHS #8 Schools Collaborative
TAD/STEAM/VAPA Schools

Curriculum Development Implementation Plan

Implementation Element	Timeline	Responsibility	Resources	Evidence of Success	Evaluation Process
Create Interdisciplinary projects and rubric	July 2012	VAPA/STEAM/TAD Teachers	Community Partners: MOCA PLTW ECS	Student intellectual engagement	Community Partner feedback Student performance
Develop Master Schedule	July 2012	VAPA/STEAM/TAD Design Team/ Principal/ Counselor	Staffing SIS Budget	Operations Schedule completion Programming	Schedule Accuracy
Plan intervention infrastructure and develop PD	July 2012	VAPA/STEAM/TAD Design team, Principal	LD 6	Student engagement, fewer discipline issues, higher attendance rates	Evaluations
PD: Project-based learning/ Problem-based learning	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Authentic assessments
PD: inquiry-based learning	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Student discussion, student work writing
PD: Advisory	August 2012	VAPA/STEAM/TAD Design team, Principal	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Student discussion, student work writing
PD: Arts Integration/ partnerships	August 2012	VAPA/STEAM/TAD Design team, Prical	PD Budget	Student engagement, fewer discipline issues, higher attendance rates	Student discussion, student work writing
PD: Special Ed Policy and procedures	August 2012	District Spec Ed Support, LD 6, Principal	Student engagement, fewer discipline issues, higher attendance rates	Referrals,Student data, compliant IEPs	Parent/teacher Evaluations
Data Analysis	August	VAPA/STEAM/TAD	Budget	Student data	Testing data

	2012	Design team, Principal			Student achievement
Policy, practices and procedures development	August 2012	Principal VAPA/STEAM/TAD Design Team	Budget	Create handbook and discipline procedures	Student/teacher survey and referrals
Family Orientation	August 2012	Principal VAPA/STEAM/TAD Design Team	Budget Facilities	Create handbook and discipline procedures	Student/teacher survey and referrals
WASC Accreditation	September 2012	Principal VAPA/STEAM/TAD Design Team, staff	Budget Facilities	Set focus groups,WASC committee	Evaluation teams, benchmarks,data, WASC Report/findings
Single Plan for Student Achievement	September 2012	Principal VAPA/STEAM/TAD Design Team	Orientation Elected officers, SSC, CEAC, ELAC formation	Student Data	Federal & State Guidelines
Fundraising Plan	October 2012	Principal VAPA/STEAM/TAD Design Team	Budget, Outreach	Three-year plan, grant prospects	Letters of support

Date	PD Topic	Goals, Objectives, learning outcomes SEE BELOW	Deliverable SEE BELOW
8/6/12-8/13/11	Various- SUMMER PD PLAN		
Mon. 8/20	Community Building	Community building: check-in, values, goals, beliefs	Develop school goals, identify values and beliefs
Fri. 8/24	Community Building	Community building: check-in, values, goals, beliefs	Review school goals, identify values and beliefs
Mon. 8/27	PLC	Design standards, learning outcomes, and SMART Goal	Revise curriculum map and reflect
Fri. 8/31	PLC	Define culminating project & learning outcomes	Revise curriculum map and reflect
Mon. 9/3	NO SCHOOL		Emergency lesson plan due
Fri. 9/14	Advisory & Discipline	review schoolwise advisory goals	Analyze Growth plan data
Mon. 9/10	Interdisciplinary Team & Arts integration	Identify curricular connections & Arts Integration	Develop project
Fri. 9/7	Interdisciplinary Team Interdisciplinary Team & Arts integration	Identify curricular connections & Arts Integration	Develop project
Mon. 9/17	Advisory & Discipline	needs assessment	Analyze Growth plan data
Fri. 9/21	Sub-committees	meet to establish norms, protocol and procedures. Review roles and responsibilities	Create norms, establish procedures, review the subcommittee's function
Mon. 9/24	Data Analysis and monitoring	Review 1st data cycle and begin monitoring progress	review data, identify needs, target intervention
Fri. 9/28	Technology	Google Docs, LAUSD MyMail	Draft a classroom technology action plan
Mon. Oct. 1	PLC	Design standards, learning outcomes, and SMART Goal	Revise curriculum map and reflect
Fri. Oct. 5	PLC	Define culminating project & learning outcomes	Revise curriculum map and reflect
Mon. Oct. 8	NO SCHOOL		
Fri. Oct. 12	Interdisciplinary Team Integration	Review assessments, project, curricular connections & Arts Integration	Revise project
Mon. Oct. 15	Interdisciplinary Team & Arts integration	Revise and Share assessments, project, curricular connections & Arts Integration	Share project
Fri. Oct. 19	Advisory & Discipline	Review Discipline dataschoolwise advisory goals	Analyze Discipline data

Date	PD Topic	Goals, Objectives, learning outcomes	Deliverable
Mon. Oct. 22	Advisory & Discipline	Address how advisory is meeting student socio emotional needs.	Revise Discipline Action plan
Fri. Oct. 26	Sub-committees	meet to establish norms, protocol and procedures. Review roles and responsibilities	Create norms, establish procedures, review the subcommittee's function
Mon.Oct. 29	Data Analysis and monitoring	Review 1st data cycle and begin monitoring progress	review data, identify needs, target intervention
Fri. Nov. 2	Intervention Infrastructure	Review and revise Intervention program	List with targeted students, goals for each student, and finalize intervention options
Mon. Nov. 5	Technology	iPads, web 2.0 tools, share tech best practices	Revise classroom technology action plan
Fri. Nov. 9	Meeting the needs of special populations	Review goals for special needs, SWD,	
Mon. Nov. 12	NO SCHOOL		review targeted students, goals for each student, and finalize intervention options
Fri. Nov. 16	Intervention	Review list and revise Intervention program	
Mon. Nov. 19	Interdisciplinary Team & Arts integration	Revise and Share assessments, project, curricular connections & Arts Integration	Review learning outcomes and LSW protocol
Fri. Nov. 23	NO SCHOOL		
Mon. Nov. 26	Sub-committees	Update plan and create report. Work on initiatives.Reflect on last month's report to the Governing Council.	Report and/or recommendations for Governing council meetings
Fri. Nov. 30	Data Analysis and monitoring	Review 2nd data cycle and make recommendations regarding progress monitoring	review data, identify needs, target intervention, Reflect and update Access strategies checklist
Mon. Dec. 3	PLC	Design standards, learning outcomes, and SMART Goal	Revise curriculum map and reflect
Fri. Dec. 7	PLC	Define culminating project, learning outcomes, & common lessons	Revise curriculum map and reflect
Mon. Dec. 10	Interdisciplinary Team	Arts Integration Project presentation	Share Interdisciplinary project work
Fri. Dec. 14	Lesson Study	Introduction to lesson study	Takeways

Date	PD Topic	Goals, Objectives, learning outcomes	Deliverable
Mon. Jan. 7	Community Building	Community building: check-in, values, goals, beliefs	Review school goals, identify values and beliefs
Fri. Jan 11	Community Building	Community building: check-in, values, goals, beliefs	Review school goals, identify values and beliefs
Mon. Jan. 14	PLC	Common lessons & assessments	Develop common lessons & assessments
Fri. Jan 19	PLC	Common lessons & assessments	Develop common lessons & assessments
Mon. Jan. 21	HOLIDAY- No School		
Mon. Feb. 4	Advisory & Discipline	Review discipline data	Action plan
Fri. Feb. 1	Advisory & Discipline	Revise advisory sequence	Action plan
Mon. Jan. 26	Interdisciplinary Team	Common lessons & assessments	Develop common lessons & assessments
Fri. Jan. 26	Interdisciplinary Team	Common lessons & assessments	Develop common lessons & assessments
Fri. Feb. 8	Sub-committees	Update plan and create report. Work on initiatives.Reflect on last month's report to the Governing Council.	Report and/or recommendations for Governing council meetings
Mon. Feb. 11	Data Analysis and monitoring	Review CELDT results-Monitor ELs, RFEP, Reclassification	Reflect and update Access strategies checklist
Fri. Feb. 15	Technology	Technology needs and use	Revise Tech needs list
Mon. Feb. 18	HOLIDAY- No School		
Fri. Feb. 22	PLC	Common lessons & assessments	Develop common lessons & assessments
Mon.Feb. 25	PLC	Common lessons & assessments	Develop common lessons & assessments
Fri. Mar. 1	Interdisciplinary Team	Review assessments, project, curricular connections & Arts Integration	Revise project
Mon. Mar. 4	Interdisciplinary Team	Revise and Share assessments, project, curricular connections & Arts Integration	Share project
Fri. Mar. 8	Advisory & Discipline	Review Discipline dataschoolwise advisory goals	Analyze Discipline data, make recommendations to School Facilities Committee or C & I
Mon. Mar. 11	Advisory & Discipline	Address how advisory is meeting student socio emotional needs.	Revise Discipline Action plan

Date	PD Topic	Goals, Objectives, learning outcomes	Deliverable
Fri. Mar. 15	Sub-committees	Update plan and create report. Work on initiatives. Reflect on last month's report to the Governing Council.	Report and/or recommendations for Governing council meetings
Mon. Mar. 18	Data Analysis and monitoring	Revise access strategies checklist and SIOP lesson based on data	Revise access strategies checklist and SIOP lesson based on data
Fri. Mar. 22	Intervention Infrastructure	Monitor Intervention program	list student intervention progress
Mon. Mar. 25	Technology	Learn a new technology tool	Incorporate a tech tool in lesson
Fri. Mar. 29	UNASSIGNED		
Mon. Apr. 1	Spring Recess- No school		
Fri. April 5	Spring Recess- No school		
Mon. April 8	Meeting the needs of special populations	Review goals for special needs, SWD	Reflect on how teacher is meeting the needs of SWD/ special needs, EL, GATE
Fri. April 12	Interdisciplinary Team	Review assessments, project, curricular connections & Arts Integration	Revise project
Mon. April 15	Interdisciplinary Team & Arts Integration	Revise and Share assessments, project, curricular connections & Arts Integration	Share project
Fri. April 19	Sub-committees	Update plan and create report. Work on initiatives. Reflect on last month's report to the Governing Council.	Report and/or recommendations for Governing council meetings
Mon. April 22	Data Analysis and monitoring	Data Analysis and monitoring	Review 2nd data cycle and make recommendations regarding progress monitoring
Fri. April 26	PLC	PLC	Design standards, learning outcomes, and SMART Goal
Mon.April 29	PLC	PLC	Define culminating project & learning outcomes
Fri. May 3	Interdisciplinary Team	Interdisciplinary Team	Arts Integration Project presentation

Date	PD Topic	Goals, Objectives, learning outcomes	Deliverable
Mon. May 6	Lesson Study	Lesson Study	Introduction to lesson study
Fri. May 10	Community Building	End of the Year Exhibition	Takeaways
Mon. May 13	Interdisciplinary Team	Interdisciplinary Team	Revise and Share assessments, project, curricular connections & Arts Integration — Share project
Fri. May 17	Interdisciplinary Team	Interdisciplinary Team	Revise and Share assessments, project, curricular connections & Arts Integration — Share project
Mon. May 20	End of the year Exhibitions	participate in exhibition	engage and participate
Fri. May 24	End of the year Exhibitions	participate in exhibition	participate and reflect
Mon. May 27	Holiday- No school		
Fri. May 31	Reflections/ Action Plan	Share & Reflect	Share & Reflect
Mon. June 3	Reflections/ Action Plan	Reflect & Action Plan	Reflect & Action Plan
Fri. June 7	Community Building	Reflect & Action Plan	Reflect & Action Plan

STEAM HS COURSE REQUIREMENTS

SUBJECTS	HS GRADUATION GRADES 9-12	UC A-G REQUIREMENTS	CSU A-G REQUIREMENTS	PRIVATE COLLEGE	COMMUNITY COLLEGES
Social Science "A" Requirement	3 years/ 30 credits World History, US History or Principles of American Democracy	2 years: World History, US History or Principles of American Democracy	2 years World History, US History, or Principles of American Democracy	2 years World History, US History, or Principles of American Democracy, college preparatory electives recommended	No subject requirements, 18 years old or high school graduate or high school proficiency test certificate
English "B" Requirement	4 years/40 credits English 9, Honors English 9, English 10, 11th grade American Lit & Contemp. comp., 12th grade composition	4 years college preparatory	4 years college preparatory	4 years college preparatory	4 years college preparatory
Mathematics "C" Requirement	3 years/ 30 credits Algebra, Geometry, Algebra 2, H Algebra, H Algebra 2	3 years Algebra 1, Geometry, Algebra 2, Math Analysis	3 years 3 years Algebra 1, Geometry, Algebra 2, Math Analysis	College preparatory math each year	
Lab Science "D" Requirements	3 years required/ 30 credits Biology, Honors Biology, Chemistry, Physics	2 years lab science Biology, Chemistry, Physics	2 years lab science	3 to 4 yrs. lab science	
World Languages "E" Requirements	3 years/30 credits Spanish 1 French 1	2 years Spanish 2 French 2	2 years same world language	3 to 4 yrs. world language is recommended	
Visual/Performing Arts "F" Requirements	1 year/10 credits Visual Art	1 year or more of Arts courses, VAPA Arts courses with permission. Intro to. Dance, Music: Instruments, Music Theory, Art, or Theatre, Adv. Ensembles	1 year course of visual or performing arts.	College preparatory Arts class	
Electives "G" Requirements	2 years required Engineering: Intro to Engineering,	Theory or foundational arts courses, Advanced science, math	1 year of advanced courses in math, arts, English, lab science.	College preparatory electives in the subject	

STEAM HS COURSE REQUIREMENTS

Electives "G" Requirements	2 years required Engineering: Intro to Engineering, Principles of Engineering Civil Engineering/ Architecture AP Computer Science	Theory or foundational arts courses, Advanced science, math courses, or TAD/VAPA Passport class	1 year of advanced courses in math, arts, English, lab science.	College preparatory electives in the subject area of interest.	
PE/ Sports	5 credits				

- Online Courses: Spanish, Algebra, History, & PE will satisfy the A-G requirements.
- Online LAVA: Media Lab Center/Library Media Center will accomidate on-line learning.
- Computer Science satisfies the Applied Technology requirement and merits 10 credits.
- Service Learning will be embedded in U.S. History and completed in advisory.
- Opportunities to passport between the TAD, VAPA and STEAM High Schools will be available based on student needs and enrollment.
- Intervention coursework will count towards the 70 credit graduation elective requirement.

Total Graduation Requirements: 165 credits

Electives: 65 additional credits may be earned through G elective, World Languages and on-line course work.

VAPA/ STEAM HS School Calendar 2012-2013

Beginning Date	Ending Date	Holidays	Breaks	Professional Development
Tuesday, August 14, 2012	Friday, June 4, 2013 (To be determined)	Labor Day Veterans Day Thanksgiving Winter Break MLK Day Presidents' Day Spring Break Memorial Day	9/3/12 Sunday, 11/11/12 11/22/12 & 11/23/12 12/17/12-1/6/13 1/21/13 2/18/13 3/25/13-3/29/13 5/27/13	Wednesday. August 1, 2012 to Wednesday, August 8, 2012 (Pupil Free Day) August 13, 2010

Goals

College Going Culture

Early Start Calendar

Calendar is aligned with the college calendar to ensure access to college coursework/credit recovery

Increase instructional time

90 min. / academic classes

Personalization

Reduced class size (20-25:1)

Structured Advisory (4x/week)

Increased Time for Professional Collaboration

2 hours of structured weekly professional development that supports team, departmental and school-wide learning.

Promotes a school culture of continual improvement, collaboration and accountability.

English Learners will be given sheltered English Language instruction within all core content classes.

Twice/Week (Odd periods)	Instructional time/class	Daily Instructional Minutes (400)
Advisory	7:45-8:25 a.m.	40 (+5 passing)
Period 1	8:30-10:00 a.m.	90
Nutrition	10:00-10:20 a.m.	20 (+5 passing)
Period 3	10:25-11:55 p.m.	90
Lunch	11:55-12:25 p.m.	30 (+5) passing)
Period 5	12:30-2:00 p.m.	90 (+5)
Intervention/Enrichment	2:05-3:35p.m.	90
Twice/Week (Even Periods)	Instructional time/class	Daily Instructional Minutes (400)
Advisory	7:45-8:25 a.m.	40 (+5 passing)
Period 2	8:30-10:00 a.m.	90
Nutrition	10:00-10:20 a.m.	20 (+5 passing)
Period 4	10:25-11:55 p.m.	90
Lunch	11:55-12:25 p.m.	30 (+5 passing)
Period 6	12:30-2:00 p.m.	90 (+5)
Intervention/Enrichment	2:05-3:35 p.m.	90
Once/Week Professional Development	Instructional time/class	Daily Instructional Minutes (300)
Period 1	7:45-8:35 a.m.	50 (+5 passing)
Period 2	8:40-9:30 a.m.	50 (+5 passing)
Period 3	9:35-10:25 a.m.	50 (+5 passing)
Period 4	10:30-11:20 a.m.	50
Lunch	11:20-11:50 a.m.	30 (+5 passing)
Period 5	11:55-12:45 p.m.	50 (+5)
Period 6	12:50-1:40 p.m.	50
Professional Development	1:40-3:30 p.m.	120 min

The instructional day will begin at 7:45 a.m. and end at 3:35 p.m. Additional time for learning will take place either one hour before school, after school and Saturdays. Mandatory summer intervention and Summer Transitions courses will be scheduled on 7/8/13-7/31/13.

Principal position
Science, Technology, Engineering, Arts, & Math High School

STEAM HS at SRHS #8

Small School Principal

All administrative positions will be advertised through LAUSD Human Resources. A principal job posting will be disseminated. A pool of qualified candidates will be selected and invited to interview for the Principal position. The most qualified person will be selected by a committee that will consist of design team members, parents, students, community partners, and Local District personnel. An ideal instructional leader is a person that has a proven trajectory with handling instructional, curricular, and operational issues pertaining to a small school setting. Additionally, an ideal instructional leader has experience with implementing professional development that includes STEAM-based interdisciplinary lessons, project-based learning, and has knowledge of learning theory. The UTLA Principal Survey along with a collaboratively created rubric will serve as reflective tools for assessing performance outcomes at our school. We will hold our instructional leader accountable for outcomes based on instructional, curricular, and operational goals. The ISSLC Standards for School Leaders will be utilized as a framework that will guide the outcome-based reflective conversation.

The ISLLC standards are meant to "raise the bar for the practice of school leadership" (Council of Chief State School Officers, 2002). Each standard is defined by subsets of indicators for expected performance. Collectively, the standards are intended to represent a comprehensive approach to defining outcomes for effective school leaders. There are six core standards within the ISLLC standards (Council of Chief State School Officers, 2002). The standards articulate that school principals are responsible for:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining school culture and instructional programs conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

According to ISLLC's web-site, these standards are reflective of school administrators who:

...often espouse different patterns of beliefs and act differently from the norm in the profession. Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and social advocates for the children and the communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community (Council of Chief State School Officers, 2002).

Instructional Leader/ Principal

We believe that our school leader must ensure the academic achievement of all students by being committed to and held accountable for meeting the ISSLC Standards for School Leaders. These six standards clearly articulate who we envision as our school leader. To that end we will continually refer to these standards as we reflect upon our school's leadership performance.

REQUIRED EXPERIENCE

- STEM education, STEM production, and performance
- Computer literacy
- Eight years of successful full-time public school certificated service
- Five years experience as a teacher in a K-12 public school program
- At least two years of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc.

DESIRABLE QUALIFICATIONS

Collaborative decision-making; a socially-just educational program, A background in STEM, committed to STEM curriculum, implementing Arts programs, strategic planner, Professional Development, Special Ed. Modified Consent Decree, a strong family community engagement program, Fluency in English and Spanish.

MINIMUM REQUIREMENTS INCLUDE

- Bachelor's or Master's Degree in an STEM-related field
- K-12 Arts Teaching credential; NCLB Highly Qualified preferred
- California Administrative Services Credential
- Master's degree in Education
- Multicultural coursework
- District Master Plan requirements met

Carla Barrera-Ortiz

Professional Experience

2010-Present: Bell High School English and AVID Teacher

Assists with the implementation of a structured ELA Professional Learning Community Program

Co-developes common lessons, rubrics and assessments based on student data

Evaluates student data in the development of core curriculum and intervention instruction

Served as liaison between ELA teachers and school leadership team

Assists in the coordination and full implementation of the AVID program

2006-2010: Middle School Teacher Librarian

Developed and implemented multi-disciplinary standards based information literacy and research curriculum.

Developed and facilitated information literacy workshops for students in collaboration with faculty, parents and colleagues

Organizes and spearheads library fundraising campaigns

Coordinates and facilitates literacy awareness and community outreach events

2009-Present: ALUMI Board Member

Volunteers in the planning, execution, and evaluation of the organization's instructional program and fundraising campaigns

2010: Downey YMCA Campaign Division Chair

Organized fundraising events and was accountable for campaign revenue

1998-2000 Span School Testing Coordinator, Literacy Coach and ESL Teacher/ Department Co-Chair

James A. Foshay Learning Center

Developed, coordinated and over-saw a comprehensive testing program/protocol for grades k-12

Trained all faculty and staff in the implementation of testing materials as mandated by the state and LAUSD

Developed, organized and implemented a peer-coaching literacy program rooted in sound academic and second language teaching/learning pedagogy

Performance Assessments Local District Trainer of Trainers

2000: Camino Nuevo Charter School Administrator

1998-2000 Student Teacher Coordinator/Coach

University of Southern California

Served as a liaison between the Rossier School of Education professors, student teachers, master teachers, and school administrators

Oversaw the implementation and evaluation of standards based, secondary instruction rooted in successful pedagogy as outlined in the USC Teacher Education Program

Provided direct instruction and resources to student teachers

Evaluated student teacher candidates

Education

California State University Dominguez Hills

Urban School Leader Scholar, 2010-2011

University of Southern California

B.A., English, 1994

M.S., Curriculum and Instruction, 1997

Credentials

California Professional Clear, Single Subject Teaching Credential, English

Bilingual Cross Cultural, Language and Academic Development (BCLAD) Emphasis

Tier I Preliminary School Administration Credential

DELIA CASTILLO

P.O. BOX 414. • Bell, CA 90201

dxc9771@lausd.net

Summary of Qualifications

Twelve years of k-12 teaching experience, Performing Arts, instrumental music, technology, and small learning communities. Experience in program development, curriculum design, budgeting, Arts advocacy for all students, and parent/community relations, categorical programs and school governance.

Credentials & Certifications

New and Aspiring School Leaders Institute- Harvard University	2011
Summer Institute- Boston Arts Academy	2010
Certificate of Eligibility for Administrative Credential	2007
CLAD Certification	2007
Teaching Credential, Clear Single Subject K-12 Instrumental Music	2001-2012
Supplemental Authorization in Computer Concepts and Applications	2007
TI:ME-Technology Institute for Music Educators Level 1A Certificate	2004
Certificate in GATE Certificate- work in progress	

Education

Pepperdine University, Malibu, CA   2012
Doctorate of Education in Learning Technologies

California State University, Long Beach, Long Beach, CA   2007
Master's of Arts Degree in Education, option Educational Technology

California State University, Northridge, Northridge, CA   2007
Master's of Arts Degree in Education, option Educational Administration

California State University, Long Beach, Long Beach, CA   2000
Bachelor's Degree of Music in Instrumental Music

Leadership Experience

Orchard Academies 2B- LAUSD, Bell, CA   08/10- Present
Categorical Programs Adviser- Title 1 & EL Coordinator
School Site Council Chairperson
UTLA Vice-Chair

Local District # 6, LAUSD   03/10
Design Team Member, South Area Teacher Collaborative

Nimitz Middle School, LAUSD, Huntington Park, CA   08/00- 6/10
Department Chair & Co-Chair   2003-2010
Small Learning Community Lead Teacher   2005-2010

Teaching Experience

Instrumental Music Teacher, Orchard Academies 2B   2010- present
Instrumental Music Teacher, Nimitz Middle School   2000- 2010

PROJECT LEAD THE WAY
PLTW

November 14, 2011

RE: Support for Proposal for the South Region HS #8 STEAM and the Visual and Performing Arts school.

I am most pleased to offer this letter of support to Delia Castillo and Carla Barrera-Ortiz in their efforts on behalf of the South Region #8 STEAM High School.

PLTW is the leading provider of project/problem-based Science, Technology, Engineering and Mathematics (STEM) curriculum. PLTW is a non-profit organization, focused for over 15 years on providing middle and high school students with a rigorous, hands-on learning experience that engages all students – regardless of geographic location, race/ethnicity or socioeconomic status. With this proven A to G-approved curriculum and professional development approach, PLTW is prepared to help you fulfill the required attributes, performance measures, outcomes you are charting for your students.

With approximately 400,000 students taking PLTW courses per academic year, we are proud of the excellence and consistency of student accomplishments. The following are a selection of examples of PLTW-related significant research meant to reassure your confidence in our programs:

- Since beginning the PLTW curriculum in 2009 at Toppenish High School (Washington State), student enrollment in Chemistry has increased 170%, Trigonometry has increased 71%, and Pre-Calculus has increased 226%. Toppenish School District has a Free/Reduced lunch rate of 98% (Toppenish School District, November 2011)

- PLTW closes the achievement gap (math, reading, science and attendance rate) for middle school students. (Milwaukee Public Schools, December 2009)

- In Milwaukee Public Schools, 87% of the students in PLTW are children of color. PLTW is creating pathways for underrepresented populations of students to get exposed to and work hands-on in STEM education. (Wisconsin STEM Pathways, 2011)

- PLTW students were significantly more likely to complete at least four years of mathematics and three years of science courses (Southern Regional Education Board, July 2009)

- Ninety percent of PLTW students who were surveyed at the end of their senior year said they had a clear and confident sense of the types of college majors and jobs they intended to pursue. (TrueOutcomes, January 2010)

- In Montgomery County, Maryland, PLTW Students in the county's poorest high school earned $1.6 million in college scholarships.

In addition, the California PLTW network offers ongoing support and engagement to all California PLTW schools with the presence of a state leader for both engineering and biomedical sciences programs, four affiliate universities that offer teacher professional development for engineering and for biomedical sciences, and four affiliate directors who offer outreach and multiple informational conferences each year.

It will be a pleasure to work with you to implement and support your PLTW programs.

Sincerely,

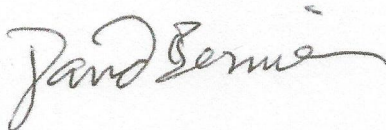Judith D'Amico
Director, Western Region

November 15, 2011

Dr. Deasy and Board of Education Members:

I am pleased to offer this letter of support for the South Region High School #8 Science, Technology, Engineering, Arts, and Mathematics (STEAM) proposal. At the Computer Science Project at UCLA Center X, we are working to democratize computer science education by providing students with access to high quality computer science education. The vision and values of STEAM align nicely with the efforts we are making in the Los Angeles area and beyond to give students access to the critical literacies of the 21st century.

As part of our project's collaboration with the STEAM team we will provide support for the Exploring Computer Science class, a "g" credit CTE course that will be offered there. This support will include access to our research-based curriculum targeted at engaging underrepresented students in the field of computer science. In addition we will bring the relevant teachers of ECS at STEAM into our support network and communities of practice that we offer through our professional development and networking opportunities.

In closing, I am proud to offer the full support of our project to the STEAM HS at South Region HS#8 and it's application.

Sincerely,

David Bernier
Director, CS Project

November 17, 2011

Dr. Deasy and Board of Education
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

Dear Dr. Deasy and Board of Education,

This letter indicates my support of your South Region STEAM High School and the Visual and Performing Arts (VAPA) proposals. I am CEO of the EdLab Group, a non-profit organization whose mission is to leverage the power of technology and diversity to transform teaching and learning. I am also Principal Investigator for several National Science Foundation funded projects that are focused on improving equity in science, technology, engineering, and mathematics (STEM) fields in the US. These national collaboration projects are the National Girls Collaborative Project and the Computer Science Collaboration Project.

The National Girls Collaborative Project (NGCP) is a robust network of more than 2,200 girl-serving STEM projects and programs across the United States. There are currently 21 Collaboratives, serving 33 states, facilitating collaboration between more than 8,800 organizations who serve more than 5 million girls. One of the primary goals of the NGCP is to strengthen the capacity of existing and evolving informal science and engineering projects by sharing promising practice research and program models, outcomes and products through webinars, collaboration training and institutes. The NGCP model includes in-person and online professional development events, mini-grants as an incentive for collaborative projects, and dissemination of research-based practices, content and resources via an interactive website, Program Directory, live and archived webcasts, and in-person forums. Project activities are designed to facilitate connections between organizations, improve access to best practices in STEM, and encourage and support collaborative projects to more efficiently use resources. Our online Program Directory serves as a resource exchange system, to enable efficient use of available educational, community, and corporate resources

The Computer Science Collaboration Project aims to efficiently increase participation of underrepresented groups in computer science opportunities and activities by effectively building collaborations between K-12 education, community-based organizations, higher education and industry. Project activities include in-person and online collaboration opportunities, mini-grants as an incentive for collaborative projects, and dissemination of exemplary practices via a website, webinars, and professional development events.
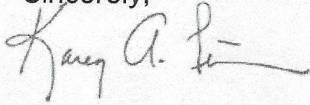
I applaud your efforts to create a STEAM high school that integrates the arts into science and technology education. The opportunity for youth to explore STEM education while integrating artistic opportunities and expression is innovative and recognizes the interconnectedness of education and the workforce. Youth, particularly in low-income and underserved areas, need opportunities to spark their curiousity and interest in STEM education and careers.

I would be happy to support the STEAM high school by connecting you to EdLab Group resources – particularly from the NGCP and CSCP – and to other related partnership projects. While our work is primarily focused on informal STEM education, our webinars and other free, best-practice based resources may be of interest to your teachers. Further, our collaboration projects might serve as a conduit to partnership opportunities with other informal organizations near your proposed STEAM high school. Thank you for giving us the opportunity to partner on this important project. I look forward to assisting you in your efforts.

Sincerely,

Karen Peterson
CEO/Executive Director, EdLab Group

November 15, 2011

To Whom It May Concern:

The Museum of Contemporary Art looks forward to the opportunity to partner with and support the development of three important pilot school efforts:

- Visual and Performing Arts HS (VAPA HS) at South Region High School #8
- STEAM HS at South Region High School #8, and
- TAD HS (Technology, Art, and Design HS)

During the 2011-12 school year, we are enjoying the opportunity to work with six teachers and their students from the Orchard Academy, led by **Delia Castillo,** in Contemporary Art Start (CAS), the museum's yearlong professional development, classroom curriculum, and museum visit program. It's rare that a cadre of this size from a single school (especially a middle school) attends a voluntary, arts-based professional development and curriculum program that requires such a sustained commitment. What's particularly remarkable is that the majority of the Orchard participants are not art teachers, but instead forward-thinking educators from diverse subjects who want to explore the rich, interdisciplinary connections that exist between art, history, English, music, and science.

From the beginning, I have been struck by the Orchard group's ability to collaborate and support one another both as colleagues and as adult learners. We would like to similarly support new, additional teacher and student communities that emerge from the teacher-driven leadership that is in evidence at Orchard.

Through programming like Contemporary Art Start, which provides arts-based professional development and classroom resources, as well as through general support and/or consulting during the process of developing an arts-driven education plan, we would welcome the opportunity partner with VAPA HS, STEAM HS, and TAD HS.

Please let me know if I may be of further assistance.

Sincerely,

Jeanne Hoel
Senior Education Program Manager
213/621.1706