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APPENDIX A

THE 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 <i>(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):</i> LOCAL DISTRICT 6 – LOS ANGELES UNIFIED SCHOOL DISTRICT	
LEAD APPLICANT- SUDHA VENKATESAN (formerly submitted by CARLOS GARIBALDI)	
Address: 5115, Southern Avenue, South Gate, Ca 90280	Phone Number: 562-243-6643
Website <i>(if applicable)</i>	Email Address: sudha.venkatesan@lausd.net
School site for which your team is submitting a Letter of Intent:	SRMS # 3 (Walnut Park Middle School)
Grade configuration of your school:	Middle School- 6 through 8
School model for which you are applying:	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Traditional <input type="checkbox"/> ESBMM <input type="checkbox"/> Affiliated Charter </div> <div> <input type="checkbox"/> Pilot <input type="checkbox"/> Network Partner <input type="checkbox"/> Independent Charter </div> </div>
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1.No
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates	1.August 14, 2012 and June 4, 2013 2.December 17, 2012 to January 6, 2013 3. March 25, 2013 to March 29, 2013



PREPARING FOR SUCCESS IN STEM ACADEMY-LOCAL DISTRICT 6

3


3. Spring recess dates	

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Printed Name	Signature	Phone	Email address	School/Affiliation
DESIGN TEAM MEMBERS				
1. Sudha Venkatesan	<i>Sudha Venkatesan</i>	562-243-8443	Sudha.venkatesan@lausd.net	LD 6
2. Eric Grow	<i>Eric Grow</i>	714 609-9850	Eric.grow@lausd.net	LD 6
3. Lisa Usher	<i>Lisa Usher</i>		Lisa.usher@lausd.net	LD 6
4. Kathryn Stevens	<i>Kathryn Stevens</i>		kstevens@lausd.net	Teacher, Ellen Ochoa
5. Michael Albert	<i>Michael Albert</i>	310-579-4111	salbert@lausd.net	Teacher, South Gate Middle School
6. Anne Gonzales	<i>Anne Gonzales</i>	311-717-9070	agonza@lausd.net	Teacher, South Gate Middle School
7. Martha Atilano	<i>Martha Atilano</i>	626-855-0966	matilano@lausd.net	Teacher, Jaime Escalante Elementary
8. Elizabeth Virgen	<i>Elizabeth Virgen</i>	562-412-9195	dvirgen@lausd.net	Teacher, Bryson Elementary
Support Team				
9. Lewin Dover	<i>Lewin Dover</i>	323-585-3115	Lewin.dover@lausd.net	Principal, Walnut park Elementary
10. Lisa Davis	<i>Lisa Davis</i>		ldavis2@lausd.net	Principal, Libra Academy, Huntington Park High School
11. Parent 1	<i>Maria Perez</i>	623-588-5224		Parent, Walnut park Elementary
12. Parent 2	<i>Laura Sandoval</i>	323-585-7123		Parent, Walnut Park Elementary <i>Page Mobile</i>
13. Rowena Lagrosa	<i>Rowena Lagrosa</i>	323-569-4324	Rowena.lagrosa@lausd.net	Superintendent, LD 6
14. Robert Hinojosa	<i>Robert Hinojosa</i>	323-569-4324	Robert.hinojosa@lausd.net	Principal Leader LD 6
15. Walter Flores	<i>Walter Flores</i>	323-569-4324	Walter.flores@lausd.net	Principal Leader, LD6

(Please add lines and pages as necessary)

APPENDIX B



Los Angeles Unified School District

PUBLIC SCHOOL CHOICE MOTION

Appendix B

PSC 3.0

Commitments and Expectations Form

Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by 6:00 pm on Thursday, March 31, 2011. Documents must be submitted electronically to p3c@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.

Intent to Apply Packet
Part 2 of 2



Los Angeles Unified School District

PUBLIC SCHOOL CHOICE MOTION

Appendix B

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	Local District 6- Preparing for Success in STEM Academy
Name of Team Representative	Sudha Venkatesan (formerly submitted by Carlos Gonzalez)
Signature of Team Representative	<i>Sudha Venkatesan</i>

Design Team Member Name	Signature
Sudha Venkatesan	<i>Sudha Venkatesan</i>
Eric Grow	<i>Eric Grow</i>
Lisa Usher	<i>Lisa Usher</i>
Kathryn Stevens	<i>Kathryn Stevens</i>
Michael Albert	<i>Michael Albert</i>
Anne Gonzales	<i>Anne Gonzales</i>
Martha Atilano	<i>Martha Atilano</i>
Elizabeth Virgen	<i>Elizabeth Virgen</i>

APPENDIX C

APPLICANT HISTORY DATA SHEET

California Math Science Partnership Grant, Evaluation Report, Year 2

Sudha Venkatesan, Project Director, CaMSP, Local District 6
Robin Scarcella, University of California, Irvine

To explore the efficacy of our **Preparing for Success in Algebra** teacher professional development program in Year 2, we investigated the following research questions, focusing on Year 2 data:

1. To what extent has teacher knowledge increased due to their participation in **Preparing for Success in Algebra**?
2. To what extent has teachers' implementation of the **Preparing for Success in Algebra** project improved the scores of English learners who are in mainstream mathematics and Algebra classes on standardized measures of mathematics?
3. Do students whose teachers implement the **Preparing for Success in Algebra** project outperform students whose teachers do not implement the project when possible confounding variables (such as teacher effectiveness and learner proficiency level in English) are controlled?

Table 3: 2010 - Test of Knowledge of Mathematics:
Scores calculated in terms of number of test items correct*

	Pre-Test	Post-Test
Mean	13.73	18.70
SD	5.61	4.44
SEM	0.67	0.53
N	71	71

* $p < .0001$ ($t = 10.56$, $df = 70$)

Year 2: After the second year of **Preparing for Success in Algebra** professional development institutes, follow-up sessions and related activities, the average score on the Test of Math Knowledge was 38.96. Of the 71 students who took the test Pre-Test in the beginning of the project 2010, 62/77 or 81% significantly improved their scores on this test at the end of the second year of the project, 2011. (See table 4.)

Test of Knowledge of Language-

As shown in table 6, the average score of the teachers on Test of Knowledge of Language before participating in **Preparing for Success in Algebra** was 53.3, while the average score of the teachers on the test after participating in **Preparing for Success in Algebra** for two years was 73.5. The average gain score from the beginning of **Preparing for Success in Algebra** (2009) to the end of year 2 of **Preparing for Success in Algebra** (2011) was 20 points.

Table 6: Test of Knowledge of Language: Comparison of Year 1 and Year 2 Mean Scores, Calculated as Percentages (Total Number Correct/Total Number of Items on the Test)

Pre-Test 2009	Post-Test 2010	Post-Test 2011
53.3	67.63	73.5

The teacher observers focused on the teachers' implementation of **Preparing for Success in Algebra** strategies, techniques, and approaches in the second year of the project. Final scores were assigned at the end of Year 2. The observation form scale was developed, based on a survey of the existing literature and the needs of the evaluation. Observers were trained in advance to observe the classrooms in a one-hour session. Inter-rater reliability among those participating in the observations was calculated. To assess inter-rater reliability, eight of the classrooms were observed by two trained observers, rating independently. Inter-rater reliability was greater than .90. Year 2 Implementation scores are given in tables 8-10.

Table 8: Grade 5 Implementation Scores, 2010-2011

	Average	SD
Content	4.11	.58
Language	3.62	.42
Classroom Culture	3.96	.32
Assessment and Feedback	3.76	.46
Average	3.86	.45

Table 9: Grade 6 Implementation Scores, 2010-2011

	Average	SD
Content	4.18	.46
Language	3.66	.77
Classroom Culture	4.15	.56
Assessment and Feedback	3.55	.46
Average	3.89	.56

Table 10: Grades 7 and 8 Implementation Scores, 2010-2011

	Average	SD
Content	4.03	.04
Language	3.83	.25
Classroom Culture	3.98	.46
Assessment and Feedback	3.65	.49
Average	3.87	.31

Additional findings from the implementation study are listed below:

- 80% of the teachers taught lessons in which students were on task 80% of the time.
- 40% of the teachers taught lessons involving drill and practice 0-20% of the time. This item may have been problematic. The observers gave 8 teachers a “no response” on this item.
- Relatively few teachers involved students in writing activities. 28% used 0-20% of the classroom period for writing activities.
- Teachers varied widely in their use of speaking activities. 38% of the teachers used lessons involving students in a speaking activity 60-100% of the class period. 13% of the teachers minimally engaged their students in a speaking activity or did not engage students in any speaking activities. 13% used 0-20% of the class period for speaking activities.
- 23% of the teachers used lessons that involved teacher-centered instruction in which the teacher did most of the talking 60-100% of the time.
- 10% of all teachers used a textbook 80-100% of the time; 74% of the teachers minimally used the textbook if they used it at all, using the textbook 0-20% of the class period.

Student Findings: Students of the participating teachers.

Year 2: Two sources of student standardized achievement data were examined in the second year to address the first research question: CST scores and periodic assessment data. We also examined student formative assessment results, which were collected for teacher action research projects. See the CaMPS website for sample projects and analysis.

In terms of the CST-Mathematics, the Year 2 results indicate that the treatment group outperformed the control group and in some instances, even outperformed LAUSD and California. The treatment students outperformed the control students in all grades and performed particularly well in Grade 6. Although they performed better than matched the control students, they did not do well in the pivotal 7th grade or in Algebra, *suggesting that many students may possibly have been incorrectly placed into Algebra or lacked the strong foundation to do well in this course.* These results reveal that the treatment group has a long way to go if in Grades 5-8, the average percentage of treatment students scoring advanced and proficient is to reach the average percentage of students in California scoring advanced and proficient. About the same percentage of students scored Proficient or Advanced on the CST – in LAUSD, Local District 6, and California in the 5th grade. In grades 6-8, LAUSD and Local District 6 students scored lower on the CST-Mathematics than California’s students.

Kathryn Stevens- Math/Science Instructional Coach

Percent Proficient and Advanced in Middle School Math and 8th Grade Science

*Meets LAUSD target goal for 2011-2012

**Exceeds LAUSD target goal by 11% for 2011

<u>Proficiency for all</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
<u>Secondary Math, overall</u>	<u>21%</u>	<u>30%</u>	<u>34%</u>	<u>36%*</u>
<u>Grade 6</u>	<u>24%</u>	<u>27%</u>	<u>46%</u>	<u>26%</u>
<u>Grade 7</u>	<u>29%</u>	<u>45%</u>	<u>36%</u>	<u>43%</u>
<u>Algebra</u>	<u>9%</u>	<u>32%</u>	<u>36%</u>	<u>49%**</u>
<u>8th General Math</u>	<u>N/A</u>	<u>6%</u>	<u>8%</u>	<u>15%</u>
<u>8th Grade Science</u>	<u>26%</u>	<u>36%</u>	<u>33%</u>	<u>38%</u>

AGT REPORT for Elizabeth Virgen

3.1 2.7

4.4 3.9

Draft Data

2011 AGT TEACHER REPORT

Your Academic Growth Over Time: Grade-Level Result

The tables below provide Grade-Level AGT results for your work with all of your students. **Results are provided**

both for the past academic year and for the average of up to the last three (2008-2011).

Past Academic Year 2010-2011 Up to a 3 Year Average 2008-2011

Grade-Level AGT

Grade 5 28 58

Grade-Level AGT

Grade 5 28 58

3.1 2.7

4.4 3.9

AGT Report for Martha Atilano



2011 AGT TEACHER REPORT

MARTHA ATILANO

Your Academic Growth Over Time: Grade-Level Results

The tables below provide Grade-Level AGT results for your work with all of your students. Results are provided both for the past academic year and for the average of up to the last three (2008-2011).

Past Academic Year 2010-2011							Up to a 3 Year Average 2008-2011								
		NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5			NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5
ELA		Grade-Level AGT													
Grade 4	**	Insufficient Data or NA					28								
Grade 5	**	Insufficient Data or NA					19								
Grade 6	22						22								
MATH		Grade-Level AGT													
Grade 4	**	Insufficient Data or NA					28								
Grade 5	**	Insufficient Data or NA					19								
Grade 6	22						22								

APPENDIX D**Job Description of Principal at STEM Academy**

The mission of STEM ACADEMY is “We design and live in innovative landscapes of teaching and learning” and our vision is that “Our students shall become agile learners who advance civilization locally and globally.” The principal must share this philosophy and collaborate with students, parents, community members and organizations, school and district staff and outside agency STEM partners to achieve the desired school mission and vision.

Criteria to select the STEM ACADEMY principal are based on Class Description Principal, Secondary School. The criteria include, but are not limited to:

- The ability to collaborate with stakeholders to implement the school’s vision and mission
- The ability to work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies
- Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement
- Maintains positive public relations and outreach contacts with parents and community.
- Provides guidance, supervision, and assistance in instructional practices and curriculum development in a reflective manner
- Maintains a positive school climate that ensures the safety, health, and welfare of students and personnel
- Organizes and conducts professional development for teachers and school extra-curricular activities.

In addition to meeting the above criteria, the applicant must meet the following District requirements:

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program especially at the Middle School level and in one of the STEM subjects.
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc.
- Hold a California Administrative Services Credential; have a Master’s degree.

Finally, the additional desirable qualifications for the school principal are:

- Experience with successfully accelerating learning for English learners and/or students with special needs in a middle school setting, thereby “closing gaps” in service to students while increasing proficiency rates
- Experience in the design, delivery and subsequent monitoring and support of STEM education-related professional development that also addresses the language development and differentiation needs of English learners and students with disabilities
- Experience with establishing and fostering professional learning communities
- Experience evaluating the outcomes of adult learning from professional development through follow up classroom observations and focused “action

research” to improve student outcomes as a result of transferring adult learning to classroom practice

- Knowledge in STEM content and career pathways, Understanding by Design, Authentic Literacy, Common Core Mathematics Standards and other instructional initiatives.
- Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the community
- Knowledge of the District’s resources relating to culturally relevant and responsive education and instructional materials
- Knowledge of effective administrative and managerial practices and ability to implement them.

APPENDIX E

Appendix P

Public School Choice 3.0 Performance Plan

PSC School Site: Walnut Park Middle School

Design Team Name: Local District 6 Writing Team

Indicators	Baseline (09-10)	Baseline (10-11)					Year 1 Goal/ Target
CST ELA							
1 % of all students scoring FBB/BB	35	35	30	Rt2/Univers	CST, Literacy	25	18
English Learners	71	74	60	al Access,	Periodic	50	85
Special Education	88	78	65	collaborative	Assessment,	50	35
African American	NA	NA		SDAIE, SIOP	Common		
Latino	35	35	29	gradual	Formative	23	15
White	NA	NA		release,	Assessment,		
Asian	NA	NA		thinking	English		
Economically Disadvantaged	35	35	29	maps, 1 on 1	Report Card,	23	15
				instruction,	SST, COST,		
				intervention,	LAT		
				Learning			
				Center,			
				parent			
				conference,			
2 % of all students scoring Prof or Adv	33	34	38	Rt2/Univers	CST, Periodic	44	58
English Learners	5	7	15	al Access,	Assessment,		
Special Education	3	6	10	Project-	CFA's Rt2,	28	38
African American	NA	NA		Based	English	18	34
Latino	33	34	40	Learning,	Report Card		
White	NA	NA		differentiate		48	52
Asian	NA	NA		d instruction			
Economically Disadv.	33	34	40			48	52
CST MATH							
3 % of all students scoring FBB/BB	39	40	35	Rt2/Univers	CST, Math	25	15
	40	50	45	al Access for	Periodic	35	25
	88	78	70	math,	Assessment,	85	60
	NA	NA		gradual	CFA's, Math		
	39	39	35	release,	Report Card,	25	15
	NA	NA		Learning	SST, COST,		
	NA	NA		Center, 1 on	LAT		
	7	6	5	1 instruction		3	2
4 % of all students scoring Prof or Adv	34	35		Rt2/Univers	CST, Math	50	60
English Learners	12	12	15	al access for	Periodic		
Special Education	8	12	15	math, Project	Assessments,	25	35
African American	NA	NA		Based	CFA's, Math	18	22
				differentiate	Report card,		

APPENDIX E

Public School Choice 3.0 Performance Plan

Appendix F

Indicators		Baseline (09-10)	Baseline (10-11)	2011-12	2012-13	2013-14	2014-15	2015-16	Year 3: Goal/ Target
	Latino	34	35	40	d instruction	SST, COST, LAT	50	60	
	White	NA	NA						
	Asian	NA	NA						
	Economically Disadv.	34	35	40					
ENGLISH LEARNERS (EL)									
7	Reclassification Rate	15	10	17	RESU/Univers al access, ELD instruction, SOAE, SiOP	ELD Monitoring Roster, CELDT, ELD Portfolios, ELD Periodic Assessments, Parent Notifications, LAUSD My Data analysis	25	30	
8	% EL Students Scoring Proficient on CELDT	25	32	40	SOAE, SiOP, CELDT Preparation, Project Based Learning, Differentiate d instruction	Parent Notifications, ELD Monitoring Roster, LAUSD My Data, ELD Portfolios	50	60	
GRADUATION (high schools only)									
9	Four Year Cohort Grad Rate	NA	NA						
10	CAHSEE Pass Rate (10 th grade)	NA	NA						
11	% Students in A-G Courses Receiving Grade of C or Higher	NA	NA						
12	% Graduates Meeting A-G Requirements	NA	NA						
RETENTION RATE (high schools only)									
	% First Time 9 th Graders	NA	NA						
	% Retained 9 th Graders	NA	NA						
CULTURE/CLIMATE & MISSION SPECIFIC									
13	Attendance Rate for Students	96	96	97	Staff know all students, Behavior	SST, COST, ACT meetings	99	100	

APPENDIX-E

Public School Choice 3.0 Performance Plan

Appendix P

	Indicators	Baseline (09-10)	Baseline (10-11)	2011-12	2012-13	2013-14	2014-15	Year 5: Goal/Target
					Improvement Plan, PSA, Class and School Incentives, home visits, phone calls, counselor, SST, CCSI?	Attendance data, SART, SABS		
14	Attendance Rate for All Staff	94	95	96	Incentives, team building	Attendance Data	98	99
15	Number of Suspensions	8.3%	9.2%					
16	School Experience Survey: % Parents Participating	39	38	45			50	60
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	90	93	95			100	100
18	Culture or Mission-Specific Indicator		20					
19	Culture or Mission-Specific Indicator							
20	Culture or Mission-Specific Indicator		5/10	6/10	All instructional, social, attendance programs and behavioral support	All stakeholder surveys		

Local District 6 - Preparing for Success
in STEM Academy

Design Team Name

11/17/2011

Date

Sudha Venkatesan

Applicant Team Representative Signature

Ramona Aguirre

Local District Superintendent Signature

APPENDIX 1

CURRICULUM DEVELOPMENT TIMELINE

Note: As stated in the proposal the school will develop curriculum units only towards Tran disciplinary projects and when integrating the national standards with the CA state standards for some specific units in Math, Science, Engineering Design Process and Technology when the experts believe that the CA standards alone do not provide the depth for the content addressed. The CA blue print of standards and our district pacing guide (adapted to the school needs) will be used in all content areas. The district approved intervention curriculum will also be adapted to the needs of the students based on data.

Timeline	What	Who
July 2012	Baseline assessments, Curriculum maps, Integration of state and national content standards. Project based approach with the integration of 21 st century skills and a trans-disciplinary approach. .	All teachers of the core/elective with the leadership of Instructional Specialist and Sudha Venkatesan
August 2012	Curriculum Map for core courses, develop formative assessments, data analysis protocol	All core and Elective teachers.
August 2012	Core Courses- Teachers will initially develop a four-week STEM thematic unit of study for the sixth, seventh and eight grade. Rubric will be developed for assessing the project. Incorporation of engineering process, inquiry based approach, access strategies to access the task,	All teachers of the core and electives with the leadership of Sudha Venkatesan. Possibly contract a curriculum development expert in the field of STEM
September 2012 to December 2012	Provide a minimum of 4 days for curriculum development for each unit and provide additional time within the school day. Provide in-service training to enhance teachers' skill for curriculum development Analyze the intervention curriculum and produce units that will be used during the flex period based on the needs of the students from the data analysis and also choosing areas for precision teaching.	All teachers of the core /electives with the leadership of Sudha Venkatesan.
September 2012 to December 2012	Provide training on the Gateway to technology curriculum to teachers teaching elective courses. Foundational Units of Gateway to Technology as part of the elective curriculum. Teachers identifying the sequence based on the student strengths and needs.	Project lead way Experts.
January 2013 to	Continue to strengthen the units as teachers become more familiar on cross content	Teacher leaders, Sudha Venkatesan,

June 2013	integration and use of technology in the classroom. Start the work on the second four-week STEM thematic project in every grade level. Development of performance task rubric and addressing the access strategies.	and Project Lead Way experts
June 2013	Evaluating the curriculum developed of the cross thematic units, rubric and continue to refine and plan for next year	School wide faculty with the administrator/s

APPENDIX 2

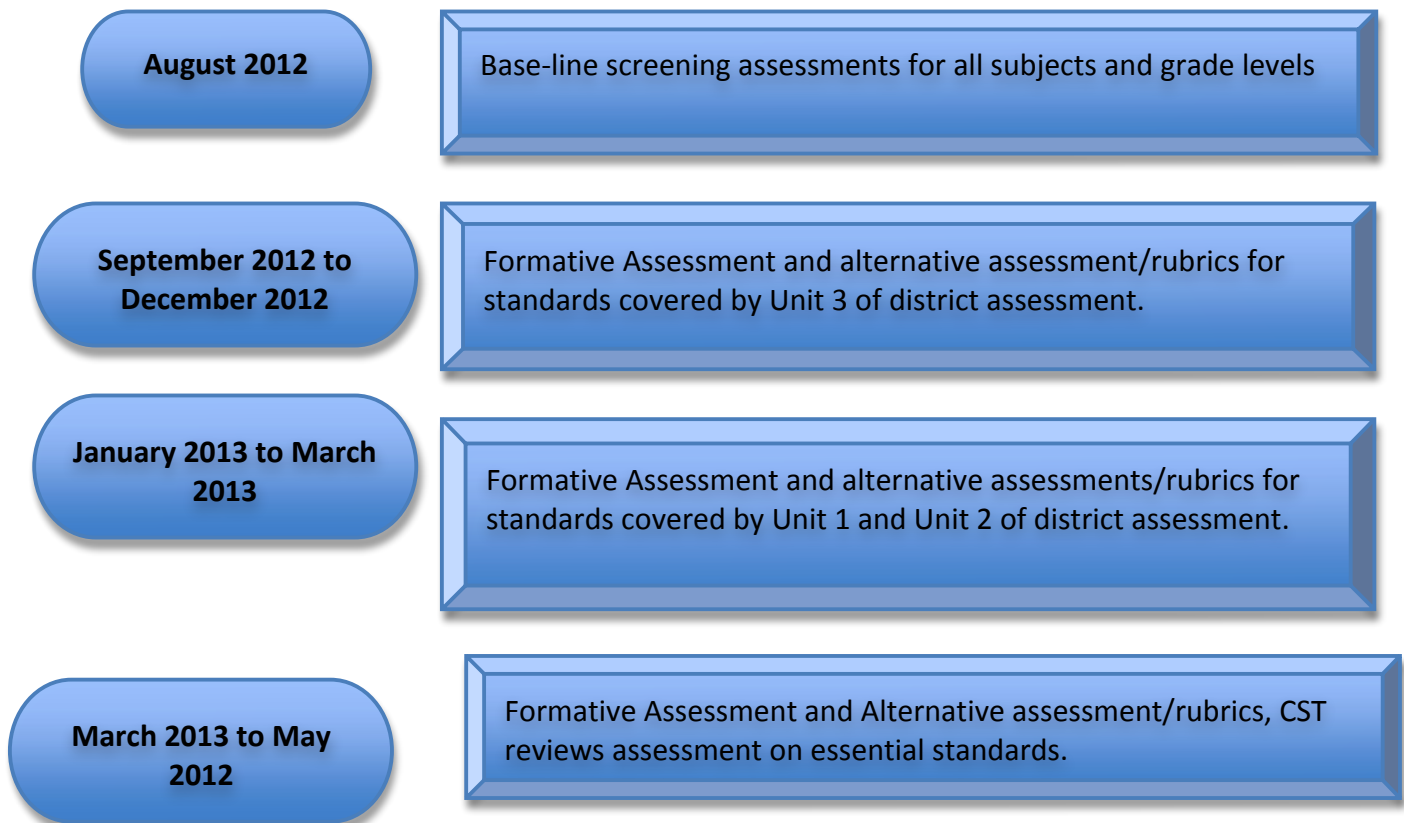
PROFESSIONAL DEVELOPMENT CALENDAR- YEAR 2012-13

MONTH	SCHOOL- WIDE	CONTENT GRADE LEVEL	INTER-DISCIPLINARY GRADE LEVEL
JULY 2012 Summer Institute	Aligning the vision, mission. Team building; Developing school-wide positive behavior support plan; Needs assessment for teacher PD on PBL, engineering design process, 21 st century skills based on survey, stem curricular design and the students' needs.	Curriculum maps; integration of state and content standards; Development of base line assessments; content need survey for teachers	Looking at student data from the CST, periodic assessments for programming. Cognitive Coaching, technology resources; Implementing standardized procedures for integrating STEM themes into the curriculum
August 2012 Buy Back Days	Start the process of developing common rubric for alternative assessment. Training on the data monitoring tools.	Looking at summative data (CST) for identifying common areas of strength and weaknesses. To develop broad conceptual plans, integrates content, alignment with both state and national standards, incorporates technology, uses inquiry based model, provides variety of teaching strategies to meet the diverse needs of the students, accommodate different cognitive styles and makes the most of multiple intelligences. Develops formative assessment for the tasks.	Start discussion and research on trans disciplinary projects that align with the grade level theme and standards, and incorporating WAC (Writing across curriculum) and Writing to Learn
September	Training through	Developing formative	Looking at the base-line

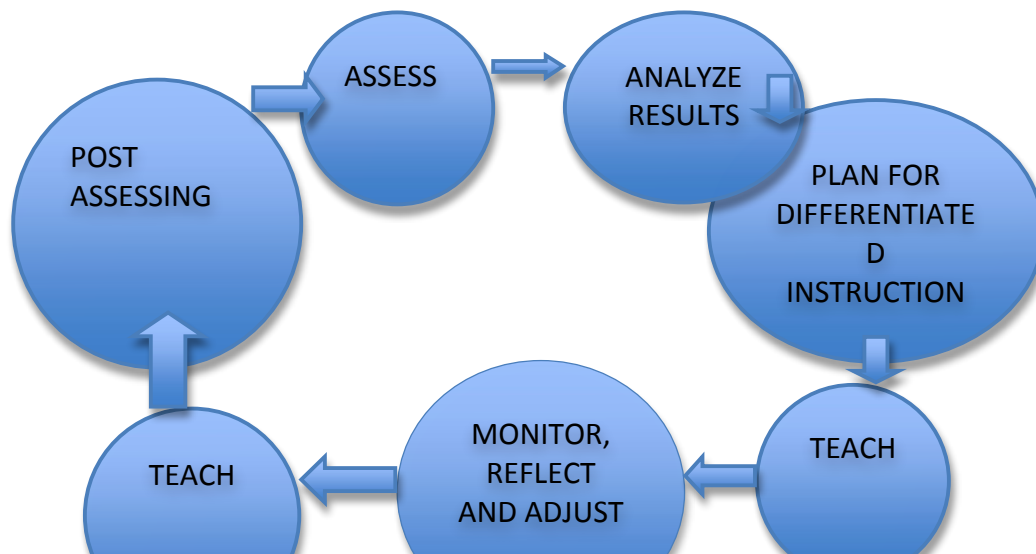
2012-December 2012	workshop using inside and outside experts on STEM related curriculum, for example the use of Engineering Design process, Project based lesson and 21 st century skills, Understanding by design	assessments, developing strategies for precision teaching, identifying content specific strategies to address the need of all learners. Data analysis from the first Periodic and formative assessment; developing an instructional plan based on data in terms of grouping students, intervention strategies.	data and for patterns and trend and developing PLC level RTI ² . Planning of student rotation during the flex period to maximize the student learning based on data about student needs. Cognitive Coaching; Technology resources
January 2013-June 2013	School-wide improvement needs; action research; workshop to meet the STEM needs.	Continue to develop formative assessments, getting ready for the state assessments; Data analysis, analyzing student work; projects	Evaluating the trans-disciplinary projects in terms of the effectiveness based on the student output and content standards and rubric.

APPENDIX 3

Assessment Development Timeline (for School developed assessment only)
Stem Academy will administer the required CST, CELDT, CMA, CAPA, periodic assessments and will follow the dates and testing windows as determined by the guideline of the state and district testing program.



Instruction-Assessment Model with Data Analysis At the Stem Academy



APPENDIX 4

STEM Academy Calendar 2012-13

Professional Development Day Bell

Schedule

(Mondays, Periods 1 -7 without Flex)

PD Day Bell Schedule (210 Instructional Minutes)

Monday, Periods 1-7 without Flex

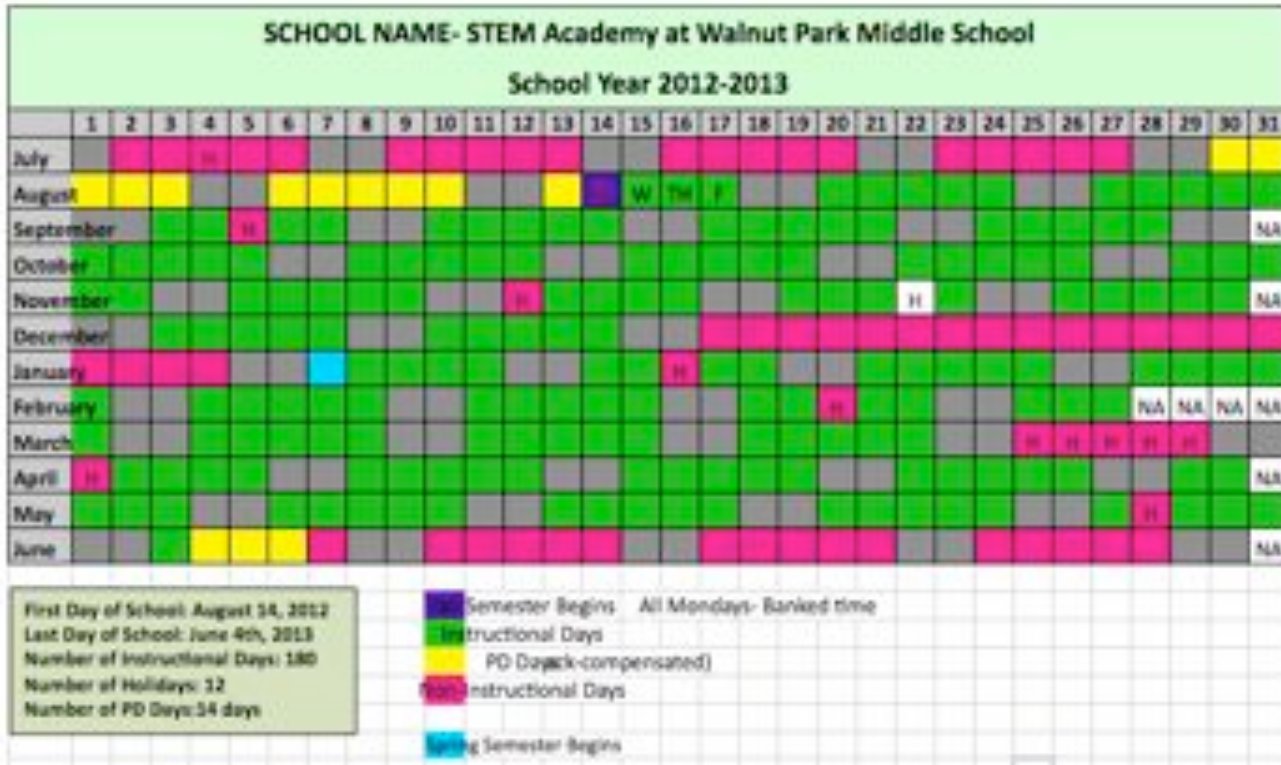
10:11-10:41	Period 1	30 minutes
10:45-11:15	Period 2	30 minutes
11:19-11:49	Period 3	30 minutes
11:49-12:19	Lunch A	30 minutes
12:27-12:57	Period 4	30 minutes
1:01-1:31	Period 5	30 minutes
1:35-2:05	Period 6	30 minutes
2:09-2:39	Period 7	30 minutes

Regular Day Bell Schedule (Tuesday through Friday, Periods 1 -7 with Flex)

Regular Day Bell Schedule
(380 instructional Minutes)

Tuesday through Friday, Periods 1 - 7
with Flex

8:05-8:55	Period 1	50 minutes
8:59-9:49	Period 2	50 minutes
9:53-10:43	Period 3	50 minutes
10:43-11:13	Lunch A	30 minutes
11:17-12:07	Period 4	50 minutes
12:11-1:01	Period 5	50 minutes
1:05-1:55	Period 6	50 minutes
1:59-2:29	Flex Period	30 minutes
2:33-3:23	Period 7	50 minutes



Attachment 1

Waiver Identification Form

School Site: Walnut Park Middle School

Proposed School/Design Team Name: Local District 6- Preparing for Success in STEM ACADEMY

Proposed Governance Model (mark all that apply):

- ☐ Traditional
 ☐ Local Initiative School
 ☐ Expanded School Based Management
☐ Pilot
 ☐ Network Partner

Waiver Request:

- | | |
|---|---|
| <input type="checkbox"/> Methods of improving pedagogy | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Assessments | <input checked="" type="checkbox"/> Scheduling |
| <input type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development |
| <input checked="" type="checkbox"/> Budgeting control | <input checked="" type="checkbox"/> Mutual consent requirement for employees |
| <input checked="" type="checkbox"/> Teacher assignments* | <input checked="" type="checkbox"/> Staff appointments (e.g., department chairs)* |
| <input type="checkbox"/> Discipline & codes of conduct | <input checked="" type="checkbox"/> Other* <u>@Teacher Transfers</u> |
| <input type="checkbox"/> Health and safety | <input checked="" type="checkbox"/> <u>Extended on-site school day commitment and mandatory Professional development.</u> |

*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 rationale 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: Rosemarie Lopez Date: 2/13/12

UTLA Chapter Chair/Rep: _____ Date: _____

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: January 25, 2012

School/Office: STEM Academy at Walnut Park Middle School Local District: Local District 6

Article IX____CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Waiver Description : (Describe the actions that require a waiver) Extended on-site school day commitment and mandatory professional development schedule
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) The school day will be extended on Tuesday through Friday to accommodate for the seven period schedule and Flex period. This will ensure that all students can participate in the three-year sequences STEM or Art electives and also get intervention or acceleration during the regular school day. School hours on Monday will be reduced to provide for the professional development time before school as described in the proposal. Additionally, the school will schedule fourteen days of mandatory professional development – eleven at the beginning of the school year and three days at the end of the school year to prepare for the academic year and wrap up the school year and also to reflect on the progress from one year to another.

Requesting Administrator's Approval:

Principal/Administrator Date

Quiana Lopez 1/24/12
Local District Superintendent/Division Head/Designee Date

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

333 S. Beaudry Avenue, 14th Floor

Los Angeles, CA 90017

PHONE: 213-241-6056

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: January 25, 2012

School/Office: Preparing for Success in STEM Academy- Walnut Park Middle School

Local District/Division: 6

<p>CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)</p> <p>ARTICLE IX A</p>
<p>Waiver Description : (Describe the actions that require a waiver)</p> <p>Teacher Placement not based on seniority</p>
<p>Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)</p> <p>Teacher placement will be based on student need ONLY and the demands of the unique course sequence proposed by the applicant team.</p>

Requesting Administrator's Approval:

Principal/Administrator Date

Local District Superintendent/Division Head/Designee Date

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

333 S. Beaudry Avenue, 14th Floor

Los Angeles, CA 90017

PHONE: 213-241-6056

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: 1/25/2012

School/Office: Preparing for Success in STEM Academy- Walnut Park Middle School

Local District/Division- 6

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

Article XI 2.0 CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

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

Granting the Leadership Council of the school site the ability to initiate and execute teacher transfers if not meeting the expectations of the approved Commitment agreement.

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

The stakeholders of STEM Academy will collaborate to annually update the school's Commitment agreement. This document will ensure that all staff members are working toward the common vision of fulfilling the mission of the school, and collaborating with their co-workers to promote the highest level of student achievement. The Commitment agreement encourages all adult members of the school to buy into the culture of high expectations at STEM Academy, and will outline the responsibilities of teachers and administrators. In the case of a staff member not performing the duties clearly delineated in the Commitment agreement, the Leadership Council will take into consideration the locally designed evaluation process of a teacher's performance in combination with the inability to fulfill the expectations of the agreement to replace a staff member. In this event taking place, the Leadership Council will act by opening the hiring process to explore a better fit for the school.

Principal/Administrator Date

Adrian Aguirre
2/3/12

Local District Superintendent/Division Head/Designee Date

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

333 S. Beaudry Avenue, 14th Floor

Los Angeles, CA 90017

PHONE: 213-241-6056

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: January 25, 2012

School/Office: Preparing for Success in STEM Academy, Walnut Park Middle

School, Local District/Division- 6

<p>CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)</p> <p>Article IX- A ASSIGNMENTS- 3.0, 4.0, 5.0, 5.1, 6.0, 7.0</p>
<p>Waiver Description : (Describe the actions that require a waiver)</p> <p>Staff Assignments like coaches, deans and department chairs will be subjected to the rules of the Leadership Council that will be the decision making body of the school.</p>
<p>Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)</p> <p>STEM academy teachers will require ongoing and unique training in many areas of STEM. The leadership team that will facilitate such training needs to bear multiple responsibilities and should be very knowledgeable about the STEM .In many cases they will be the trainers at the STEM Academy. This requires identifying people with the right kinds of skills to form part of the leadership team. STEM Academy should be able to have the discretion of choosing the right person for the right job in accordance with the rules as stipulated by the Leadership council.</p>

Requesting Administrator's Approval:

Principal/Administrator Date

Requester Approval

Benita T. Caplan 1/25/12

Local District Superintendent/Division Head/Designee Date

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

333 S. Beaudry Avenue, 14th Floor

Los Angeles, CA 90017

PHONE: 213-241-6056

FAX: 213-241-8405