

REQUEST FOR PROPOSAL QUESTIONS

I. General Questions (10 Pages)

1. **Vision and Mission: Describe the vision and mission of the school.**

Vision: The vision of STEM in Boyle Heights is to create a school where a collaborative staff will increase the number of students who enter college and graduate with a STEM degree. We will set high expectations, develop and implement a shared curriculum and cultivate a community of lifelong learners. Our students will be exposed to STEM work place scenarios that simulate real world STEM projects in order to foster an environment that develops analytical thinking, innovation, invention, teamwork and communication skills. Upon graduation from STEM in Boyle Heights students will be college ready with STEM competency, A-G completion and have familiarity with the UC / CSU systems.

Mission: Our STEM school will inspire the Boyle Heights youth to develop 21st century skills needed to lead in the areas of science, technology, engineering and mathematics through a rigorous academic program in conjunction with collaborative community partners. STEM teachers and staff will continue to grow as professional educators through professional development/learning related to education such as common core state standards, STEM fields, and implementation of technology in the classroom.

2. **School Data Profile/Analysis:**

A. **What is the current state of your school?**

For many years, Roosevelt High School was a year-round comprehensive high school of 5,400 students. Often referenced as a dropout factory and under constant negative media scrutiny, the school was lacking real access for our students to high-skilled technical careers. After experimenting with Small Learning Communities (SLCs) and Design Teams, the campus broke up into seven small autonomous schools in the fall of 2010. Our small school was the School of Science, Technology, Engineering, and Mathematics (STEM) at Roosevelt High School (RHS) under the umbrella of the mayor's Partnership for Los Angeles Schools (PLAS) non-profit.

Our school is located in the Boyle Heights neighborhood of Los Angeles, a working-class, low-income neighborhood. It is composed primarily of first- and second-generation Mexican Americans. Over 70% of the residents are renters and over 40% of the housing is designated as low-income. The home language for nearly all of our students is Spanish and many parents do not speak English.

After three years of existence, ending in the 2012-2013 school year, we experienced consecutive gains in CST, CAHSEE, cohort graduation rates, and API scores. When compared to neighboring schools serving a similar demographic, our school outperformed them in several areas. In the three years of existence, STEM showed a total API growth of 130 points, which resulted in an API of 737, signifying a growth of 67 points from the previous year. Comparatively, The Mendez Math and Science School (MSS) topped out at an API of 676 with a growth of 76 points, but that school is no longer in existence in our neighborhood as of the 2013-2014 school year. The Torres Engineering and Technology Academy (ETA) reached an API of 641 with only a 4-point gain.

Table 1: Demographic Data for Boyle Heights and East Los Angeles Area High Schools with a STEM Focus (in percentage)

	Asian	Black	Other	Latino	White	EL	Econ. Disad.
STEM @ RHS	-	0.22	0.67	99.11	-	16.74	99.19
Mendez Math and Science School	0.57	2.30	2.30	93.97	0.86	8.91	94.49
Torres Engineering and Technology Academy	-	-	1.07	98.72	0.21	20.56	98.78
Roosevelt High School Complex (2009-2010)	0.10	0.24	0.26	99.21	0.16	34.22	99.65

Source: California Department of Education

CAHSEE data show that 84% of STEM students passed the math portion in 2012-2013, compared to 76% at Mendez MSS and 79% at Torres ETA. In fact, STEM’s passing rate exceeded that of the district (71%), the county (77%), and the state (79%). Similarly, in the English portion of the CAHSEE, our students’ 73% passing rate outperformed students at Mendez MSS (71%), Torres ETA (68%), and the district at large(70%).

Positive trends we have indentified are strong and effective leadership, clear and consistent collaboration and communication amongst the staff, the creation of partnerships in the community, a consistent cohort of students, and a cohesiveness of staff that had both the same high expectations of one another and their students, and a buy in that every student can succeed. It all roots from the shared desire to increase the number of successful students coming out of Boyle Heights.

Our gains this past year brought us great satisfaction. As STEM teachers, these gains affirmed our actions and beliefs in our collective efficacy to serve students well; nevertheless, we have concerns. We feel our Advanced/Proficient scores could be much higher. With math being at 13.7% and ELA at 27.8%, there’s plenty of room for improvement and growth. We feel the underlying root problems have been consistent with inner city socioeconomic issues such as: poverty, language, and skill set. Ninety nine percent of our students are economically disadvantaged and are on free/reduced lunch. The barrier of language is apparent when a majority of the students’ home language is another language besides English. It is no surprise that the majority of students starting in the 9th grade are several years (or more) behind grade level in both reading and math.

Table 2: API, CAHSEE, and CST Data for STEM and East Los Angeles Area High Schools

	API	API Growth	API Sub group: ELL	CAHSEE Math	CAHSEE English	CST Math (%Adv/Prof)	CST ELA (%Adv/Prof)	Cohort Grad Rate
STEM @ RHS	737	67	749	84%	73%	13.7%	27.8% (2011-2012)	75.3%
Mendez Math and Science School	676	76	671	76%	71%	17%	28.6%	48.7%
Torres Engineering and Technology Academy	641	4	595	79%	68%	4.8%	30.2%	83.1%
Roosevelt High School Complex (2009-2010)	606	10	559	N/A	N/A	N/A	N/A	61.1%

Source: California Department of Education

Roosevelt High School Complex

STEM was the only Roosevelt campus school, besides the magnet school (which has specific enrollment requirements), that experienced three consecutive years of growth with a API gain of 130 points in a three-year span. One of the major differences in ideology became apparent when all small schools, except STEM, pursued the “Geometry For All” concept for all of their incoming 9th grade students. As a staff, we felt it necessary to continue to build a math program where the focus was on strengthening student foundational skills in Algebra 1 to assure success in sequential math courses. We believe that this proved to be a critical factor in outpacing all other small schools in our math results in CST, CAHSEE, and periodic assessments.

PLAS provided all schools on campus with a math coach that had great success in his previous school district. STEM went beyond the resources and supports that were provided and developed our own pacing plans that we insisted were aligned with LAUSD periodic assessments and the CA State Standards. The data gathered from the periodic assessments gave us a snapshot of student strengths and weaknesses that we used to structure our professional development sessions and classroom instruction. Additionally, our school developed common assessments within departments to assure the same level of rigor and high expectations for all students. Our students knew that our math department shared similar ideologies in education and that quality work was expected. The CST results in mathematics showed that our approach was effective, as our overall math scores, with 14% of our students scoring Proficient and Advanced, more than doubling the positive results of all other Roosevelt schools.

One additional factor that helped our school perform well was the support of a strong instructional leader who served as our principal. She embedded a collaborative mindset on the staff and encouraged the staff to be innovative in the classroom. Our professional learning and teacher growth was a priority. Our principal understood the importance of a STEM-focused curriculum supplemented by

hands-on projects and opportunities for students to exhibit their skills and compete against other schools. She regularly attended student competitions off-campus on the weekends with her family; something that increased the sense of community that developed at our school. Currently Roosevelt High School is experiencing many challenges reintegrating the school. The community feeling has been lost; students and staff are searching for a place to belong.

Our schools forged strong partnerships with community organizations such as the Boyle Heights Learning Collaborative (BHLC), California State University Los Angeles (CSULA), the American Society of Civil Engineers (ASCE), the Mathematics Engineering Science Achievement (MESA) program, Jet Propulsion Laboratories (JPL), and Metropolitan Water District (MWD) of Southern California. These initiatives helped our students gain exposure to a variety of STEM fields and provided opportunities to work on hands-on projects that simulate real-world situations in technical fields. As a small school STEM was able to personalize students' experiences by identifying projects that will suit their needs and preferences.

B. Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment?

Language

Although STEM's English learners had a 139 point growth in API, it is essential to continue improving the language skills of our English Learners (ELs). Over 41% of students who tested last year during the CST were considered English Learners--1% above the district percentage. As a school we will focus on increasing the number of ELs that are eligible to reclassify and show growth in academic language skills, both oral and written language. Our goal is for our students to build English proficiency as well as improve their literacy in their first language, which is primarily Spanish. We believe that is important for our students to be able to communicate both in English and Spanish.

We understand that our 2012-2013 English Language Arts (ELA) proficient or advanced CST scores were a low 27.8%, reflecting a real challenge for our students and teachers. We need to increase the ELA skills needed to take on and be successful in math, social studies, science and all courses required for graduation. All students must pass all college-prep courses with the proper ELA skills in order to get a diploma. STEM will provide the professional development/learning for teachers to help support the growth of all students in ELA, such as the UCLA Center X Writing Project. With the right tools, the right training, and continuous feedback and support, STEM teachers will make sure all our students are prepared for college and career success in the 21st century.

Mathematics

In the last year of existence, STEM at Roosevelt High experienced a 5.7% gain in proficiency for mathematics. Although STEM had twice the RHS campus wide success rate with 19% of students scoring at proficient or advanced in Algebra 1, we need to improve this rate. Proficiency in mathematics, particularly Algebra 1, can lead to success in college and is essential to participate fully in society and careers in STEM. Students must have the skills necessary to succeed in their classes and able to reason and solve problems. Mathematics can help prepare students and it is our mission to ensure our students have the tools necessary to succeed. Teachers will be invested in developing approaches to support the improvement of mathematics teaching and learning.

STEM will focus on developing a culture of high expectations and continuous growth and learning. All members of STEM (teachers, students and staff) will develop a plan, using SMART goals, to improve their performance.

Teachers will participate in high quality professional learning that targets all other key issues identified. The Teaching and Learning Framework will be used as a guide to determine areas of strength and weaknesses individually and collectively. This data will serve as a basis for our teachers' growth plan and reflection.

Students will be held to high expectations. Every student will be expected to complete his or her A-G requirements, graduate and pass the CAHSEE. Any student not performing well will be expected to redo their work/tests and attend tutoring when necessary.

Exposure

As a STEM school, and taking into consideration the extreme need for highly competitive candidates in these fields, we believe it is essential to expose our students to various fields of engineering and levels of math and science while preparing them with A-G coursework. When entering various competitions, students learn they can compete and be successful regardless of socioeconomic backgrounds; it is this exposure to success that will lead to more success.

3. Family and Community Engagement:

STEM staff and parents will be partners in educating every student. A warm, engaging and family friendly environment will welcome families to participate in workshops, committees and learning opportunities. A monthly calendar of events, in English and Spanish, will provide all members of the STEM learning community an opportunity to stay connected and informed of all workshops, important dates and events. A student-centered incentive program will be established in order to encourage participation.

The parent incentive program will include raffles for school supplies, books, tickets to school sporting events, gift cards, and school memorabilia. The goal of the program is to increase participation, interest and retention of parents.

STEM will set the expectation for all parents to be involved by extending an invitation to parents to be an integral part of the school-wide committees and develop a parent volunteer program. Committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC) would continue to exist and allow parents to build capacity and be part of the decision-making process.

Workshops offered to parents will consist of a broad range of topics. One workshop series would be "Transition to High School" presented in collaboration with the Boyle Heights Learning Collaborative (BHLC). This workshop series will be teacher-led using the curriculum provided by the BHLC. The goal of this series is to introduce parents to the high school experience. STEM will target the parents of incoming 9th graders, but will allow any parent to participate should they wish. Other potential workshop topics are: health, nutrition, student and parent legal/educational rights, university options, psychological health, parenting-how to deal with adolescent behaviors, technology use, and any topic brought up by parents.

A critical component to a strong school to home connection is to have an individual dedicated to ensuring that the lines of communication are open at all times. A Parent Resource Assistant would ensure that the school has current contact information for all students, schedule monthly activities aimed at increasing parent participation and increase student success by engaging parents. This person would focus on creating a monthly schedule of activities for parents to participate in. These activities would build a respectful social environment to strengthen the relationship and bridge the gap between

the school community and the home. Parents could use these sessions to share their hobbies, skills, and talents.

The Parent Resource Assistant would also be the person charged with developing a communication system with the parents to inform them of upcoming events, field trips (of which they too can participate in) meetings.

STEM will increase the Boyle Heights' community involvement by hosting quarterly forums to discuss pressing community issues such as gang violence, drug issues, truancy, graffiti and job fairs. Boyle Heights is located within a 5-mile radius of a community college and a Cal State University. STEM will work to establish partnerships with both schools to create a pipeline from our school to their campuses. Both East Los Angeles Community College (ELAC) and California State University Los Angeles (CSULA) offer a continuation of the Mathematics, Engineering, Science, Achievement (MESA) program that will be implemented at STEM. Within a couple of years, we hope to offer elective courses for our juniors and seniors through both college campuses.

4. School Culture and Climate

A. Academic Culture:

The STEM academic culture will foster an environment of learning with high expectations where failure is not an option and where students develop Habits of Mind to become life-long learners and thinkers. Students will be provided with multiple opportunities to improve by reflecting on previous work completed and resubmitting improvements. Teachers will reinforce the idea of re-dos by only assigning grades of A, B, C and incomplete to create a culture of continuous improvement. Our reason for enforcing the idea of re-dos is we have learned from proven research from National teaching consultant, Rick Wormeli, that "Making students redo their learning until it meets high expectations demands far more of both students and teachers than letting them take a failing grade—but it also results in far more learning" (Wormeli 2011).

Trust and meaningful relationships will be the foundation for the work at STEM. We will accomplish this by creating a collaborative work environment where shared values and norms of collaboration are the foundations of our work. The Adaptive Schools model draws on over 20 years of work "looking at group work through the theoretical filters of biology, ecology, quantum physics, complexity science, systems thinking, and cognitive and social psychology" to "offer a practical set of principles and tools for developing and facilitating collaborative groups." (Garmston, 2012). STEM will foster an environment that encourages reflection, inquiry, and challenges the status quo.

In an effort to establish and strengthen relationships with students, we will offer an advisory type class called a STEM Lab where a cohort of approximately 25 students will create a community to support and encourage each other through their four years in high school and develop Habits of Mind to cultivate throughout their adult life.

Teachers will offer "office hours" four times a year providing students the opportunity to come and discuss any issues that may be on their mind and possibly affecting their performance in school. Students will have the liberty of choosing which teacher's office hours to attend, however they will be expected to attend at least twice a year. This will create further personalization for every student and strengthen the bond between students and teachers.

Academic achievement will be the primary goal of our school. Our students will be required to complete the A-G courses, take the equivalent of four years of math and science courses in three years, and they will be encouraged to be part of the Math, Engineering, Science, Achievement (MESA)

program. The culture of continuous improvement will be fostered in the STEM Lab by developing a protocol where students will learn the process and purpose of redoing work. Another purpose of the STEM Lab will be for individual data review using multiple data points such as: standardized test scores, periodic assessments, CAHSEE scores, grades, and teacher feedback. The goal of these sessions will be to inform students of where they are, where they need to be, and to develop a plan to get there. Parents will also be able to stay connected with student progress via the LAUSD ISIS Family portal specifically designed to allow access to their child's academic performance, attendance, and prior data.

STEM after-school tutoring will be offered three times a week for one hour to provide a safe environment for students to complete their homework and receive additional support. Two teachers will be available every tutoring session decreasing the teacher-student ratio in the room. A second room would be available to provide materials, supplies and a quiet space for students (who do not need support) to work independently. A registered district parent volunteer to ensure the safety of all students will supervise this room.

Active supervision throughout the day including before and after-school by school staff, including teachers and parent volunteers on a rotating calendar, would foster a safe and welcoming school culture.

STEM will provide a variety of student activities. The MESA program will be one of the main components of our school. All STEM students will be official members of the MESA schools program (MSP) and will be affiliated with Cal State L.A. as their host center. Cal State L.A.'s MESA/MSP (Mathematics, Engineering, Science Achievement Schools Program) was created in 1978 to stimulate early interest in math, science, and engineering and to recruit students to pursue these subject areas in college. MSP targets elementary, middle, and senior high school students. Through a variety of interactive events, hands-on activities, and educational projects, MSP students are guided in a college-bound direction, receiving regular support and encouragement from staff and advisors. One of the cornerstones of MSP is the placement of an adviser to provide academic assistance and guidance for students to excel in college prerequisite courses. Currently, three members of the design team have over six years experience with the MESA program.

Students will be encouraged to participate in school athletics if we are on a shared campus or club sports. Student council would be offered as an elective for all students and teachers will be encouraged to create meaningful activities and/or clubs for their students.

B. Professional Culture:

Every STEM staff member will be trained in Adaptive Schools to develop a collaborative work environment that respects and uses everyone's strengths to advance our staff's professional learning and provide opportunities for increased leadership. By using this model we will create a positive and professional culture where camaraderie becomes the norm. The decision-making process will be clear and transparent to encourage participation by all stakeholders and build capacity amongst all members of the staff.

STEM teachers will be data driven. Ongoing data review will inform instructional decisions and lesson planning. As a staff, STEM teachers will review standardized test results, periodic assessment data, grades, common assessment results, MyData student profiles and STEM student portfolios to provide a holistic approach towards student placement and meeting the needs of every student. Common pacing plans will be developed and re-visited frequently in response to data. A reflective

period of time will be embedded in professional development to allow teachers to improve their practice using the data to guide them.

To continue growing, we will forge a partnership with UCLA's Center X to become a model school for collaboration and coaching using Adaptive Schools and Cognitive Coaching. The mission of Thinking Collaborative, the umbrella for both Adaptive Schools and Cognitive Coaching, is to provide individuals and organizations with the strategies, skills and concepts to establish and sustain structures for thinking and collaborating that result in increased performance and resourcefulness.

Adaptive Schools teaches groups strategies and moves to collaborate and adapt to the ever-changing challenges of school systems to create a holistic approach in dealing with the challenges we face. This model believes that human energy is as important as good management, thus encouraging individuals to become part of the whole.

Cognitive Coaching will also play a vital role in the growth of our teachers and school. Peer observations and coaching will be a part of our professional growth. A cognitive coach's goal is to help guide a coachee's thinking to encourage self-directedness and cognitive growth. To the extent possible STEM teachers will use some of the Cognitive Coaching strategies within vertical and horizontal teams to grow the capacity of each teacher.

5. Design Team Capacity:

Our design team leadership is composed of teachers with grounded experience in and out of the classroom. Having existed as a successful small school for three academic years, all of our teachers have leadership experience representing our school as members in school-level governing councils including School Site Council (SSC), Share Decision-Making council (SDMC), Compensatory Education Advisory Council (CEAC), and the English Learner Advisory Committee (ELAC). We consider ourselves part of the Boyle Heights community as all of our team members have spent most of their careers teaching in Boyle Heights and half of our design team members graduated from Roosevelt High School in Boyle Heights. We have a deep understanding of the Boyle Heights neighborhood and the experiences of its students and families. The following is a brief description of our core staff: (Resumes are included in Appendix C.)

Israel Hernandez

- 12 years teaching mathematics
- BS, Mathematics, UC Santa Cruz, BCLAD
- MESA Adviser, Jaime Escalante Program, IMPACT LA, Upward Bound, Solar Cup Adviser, STEM SDMC, SSC

Leo Magallon

- 4 years teaching mathematics
- BA, Physics and M.A.T. in Mathematics, Occidental College
- MESA Adviser, Upward Bound, Solar Cup Adviser, STEM SDMC and SSC

Elida Nunez

- 7 years teaching mild/moderate special education
- BA, Liberal Studies, CSU Long Beach. CLAD.
- MA, Social & Cultural Studies in Education, CSU Long Beach

Robert Penuela

- 15 years teaching English

- BA English, UC Riverside, CLAD
- Yearbook (10 years), The Puente Program (13 years), Senior class Adviser (2002-2004), CAHSEE Bootcamps

Adriana Trejo

- 13 years teaching mathematics
- BS, Mathematics, MEd, UCLA
- MESA Adviser, Solar Cup Adviser, Data Problem Solving Coordinator, Jaime Escalante Program, STEM SDMC, SSC, ELAC, CEAC, Testing Coordinator, CLAD

Gabriel Trejo

- 17 years teaching mathematics
- BS in Math, CSU Los Angeles, CLAD
- Basketball coach, IMPACT LA, Jaime Escalante Program

II. PILOT SCHOOL INSTRUCTIONAL PROGRAM (10 PAGES)

1. Curriculum and Instruction

a. Instructional Program: According to the U.S Department of Commerce (2011) there are about 1 in 18 STEM field workers in the United States, only 2% of them are Hispanic, and only 8% of Hispanics earn a Bachelors degree in STEM field jobs. The U.S. Department of Commerce (2011) concludes that “Hispanics have been consistently underrepresented in STEM jobs over the past decade” (p.8). Superintendent John Deasy has stated the importance of LAUSD having STEM focused curriculums in order help our students succeed in the 21st century. Due to this national shortage of students with degrees in STEM fields, exposure to the STEM fields is the first step in stimulating interest. The demographics of Boyle Heights, a low income, high minority neighborhood, have historically been underrepresented in the STEM fields. It is our mission to increase the number of students that are aware, exposed and academically ready for the rigors of a STEM career. In addition to the current district-adopted curriculum and instructional plan, our school will feature these additional curricular components:

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STEM Lab: Will serve as the foundation for a cohort of students to develop their identity as part of the STEM community as they progress through high school. We will use this time to build the culture of our school, introducing policies, procedures, and expectations essential to our growth. One of the procedures introduced in the STEM Lab will be the process of redoing assignments/tests to reflect on the problems and procedures completed incorrectly the first time. Students will be asked to correct their mistakes and provide a written reflection on their mistake, corrections, and what they learned. In our experience over the years, Advisory/Homeroom has not been used effectively, especially recently when the allotted time has been increased to 25 minutes. We believe that this amount of time could be better used to help develop characteristics of peak performers. Students will be introduced and encouraged to develop Costa’s and Kallick’s 16 Habits of Mind through various activities. “The intent is to have students get into the habit of behaving intelligently.” A few components of “behaving intelligently” are persistence, flexible thinking, meta-cognition, accuracy, thinking and communicating with precision, thinking interdependently, and becoming life-long learners. These habits will ensure student success not only with the new Common Core Standards, where skills are essential, but also throughout their lifetime.

Portfolios: STEM will implement electronic student portfolios for everyone enrolled in our school. The portfolio will provide a more complete picture of every student's strengths and weaknesses and to inform all stakeholders of their graduation pathway. The portfolio will consist of student work samples that are a reflection of their academic growth for every discipline, including an end of the year meta-cognitive reflection. All teachers will be required to contribute a student evaluation providing additional formative information for the student, parent and future teachers. Teachers will complete the evaluation twice a year at the end of the semester. This will be done during a pupil-free day at the end of each semester as outlined in the Elect to Work Agreement. It will be the STEM Lab teacher's responsibility to keep portfolios for four years.

ENGLISH (ELA): Each STEM Lab cohort (consisting of 25 students), will be looped in the same English class for 9th and 10th grade and will be required to complete a culminating writing portfolio, consisting of several various types of essays, to fulfill their English 9 & English 10 course. Through this culminating project, students will develop critical thinking skills, their writing and reading skills, in preparation for their Common Core assessments and the demands of the 20th century.

STEM CLASSES: All STEM students will be required to complete four years of math and three years of science. STEM will offer a variety of math and science electives such as: AP Calculus, AP Statistics, Marine Biology, Anatomy and Physiology, AP Biology, AP Chemistry, and AP Physics to ensure students have every opportunity to have meaningful and engaging experiences with STEM courses. All STEM students will have access to two A-G approved Engineering elective courses and Robotics. These elective courses will introduce students to the fundamentals of engineering and robotics where they will design, build and test STEM projects that are endorsed by MESA for competitions amongst other southern California students. In addition to the MESA projects, students will be exposed to a variety of STEM activities through participation in a series of events such as the JPL Invention challenge, ASCE International basswood bridge contest and FIRST robotics contest.

Every STEM student will be encouraged and have full access to participate in the Jaime Escalante summer math program to accelerate their math achievements. The Jaime Escalante summer math program's mission is to prepare inner city disadvantaged youths to enter and succeed in mathematics-based college and university programs leading to careers in fields related to math, while simultaneously improving the quality of math instruction at inner city schools. It is important to have effective "interventions addressing math achievement of underrepresented racial minorities for they may have large impacts on these students' math self- efficacy beliefs, thus promoting their STEM interest and entrance" (Xueli Wang 2013).

STEM students will be official members of the MESA schools program (MSP) and will be affiliated with Cal State L.A. as their host center. Cal State L.A.'s MESA/MSP (Mathematics, Engineering, Science Achievement Schools Program) was created in 1978 to stimulate early interest in math, science, and engineering and to recruit students to pursue these subject areas in college. MSP targets students through a variety of interactive events, hands-on activities, and educational projects. One of the cornerstones of MSP is the placement of an adviser in which she/he will provide academic assistance and guidance to help students excel in college prerequisite courses.

SPECIAL NEEDS: Specialized programs for Special Education will be established on the goals of their IEP and 504 Plan. STEM will adhere to the LAUSD Special Education Policies and Procedures Manual. The Special Education law requires that public entities deliver equal access for all students including those with a disability. We will abide by the requirements of No Child Left Behind (NCLB) and the Individual with Disabilities Education Act (IDEA), which mandate that all students have access to the general education curriculum with highly qualified teachers.

Students in Special Education will enroll in A-G requirement courses. Special Day Program (SDP) students and students with moderate to severe disabilities will be supported in mainstream to the greatest of our and their ability. The student, the parent, and the IEP team will decide what percentage of time and what classes are most appropriate to meet the needs of each individual student. The decision will be centered on student strengths, interests, and the capability to meet previous goals.

The Learning Center will be offered as an elective for students who need rigorous intervention and specific instruction in Reading, writing, and/or math skills. Classes will be structured on the academic, transition and social needs of students with disabilities. To support an effective learning environment students in the Learning Center will participate in peer learning and cross-age tutoring.

English Learners: STEM will implement LAUSD's Master Plan for English Learners using the recently adopted curriculum. All teachers will be responsible for the growth of this group of students. As a school STEM will focus on building students' academic language and increasing the opportunities for students to engage in academic conversations and non-fiction writing. English Language Development (ELD) teachers will be given as much common planning time as possible to allow teachers to collaborate and create a strong plan of implementation. All STEM faculty will use Specially Designed Academic Instruction in English (SDAIE) strategies in their courses to ensure access and increase the comprehensibility for all students in every class. Students in ELD 1-4 will be provided additional supports, as much as possible, in their primary language and their progress tracked by our out of the classroom coordinator. Any English Learner, including Long Term English Learners (LTELs), not making progress will be required to attend tutoring three days a week and Language Appraisal Team (LAT) meetings will be scheduled to determine additional interventions.

GATE/Gifted: In addition to the general classroom requirements, GATE/gifted students will be assigned to complete a combination of common core based performance tasks (for all core subjects) of high level competency, written reports that are relevant to the content area, and lead classroom presentations on special student interests/topics. Any student not identified gifted or talented will have the opportunity to complete these tasks for honors designation in their classes.

2.Assessment Plan: In preparation for the new national Common Core standards test that will assess students using an adaptive computer based system, it's important to allow students to familiarize themselves with this new format. Therefore, we will implement the Smarter Balanced adaptive assessment program that is available online and allows for students and teachers to create individual accounts to track performance. Using the sample questions and tasks available on the Smarter Balanced website STEM teachers will collaboratively develop summative and formative assessments for the 2014-2015 school year. Initial development will occur prior to the beginning of the school year at our pupil-free days. Teachers will align their pacing plans and standards to develop the first round of assessments.

Teachers will develop and administer periodic assessments 4 times a year and use the data collected and analyzed to guide instruction to support and differentiate student needs. In addition to the periodic assessments, teachers will implement common assessments by grade and course level. These common assessments will include problems that vary in range of difficulty to mirror the performance levels of the common core national test. Teachers will assess student progress also through regular formative measures such as: pair shares, daily exit cards, warm ups, interactive journals, and Socratic questioning methods. Summative measures will include debate, research papers, laboratory projects, intern/mentor evaluations, and engineering design projects. Summative tests will also include traditional tests and quizzes.

3. Professional Development: We will continue with high-quality professional development and support of our team by partnering with UCLA’s Center X. In order to help with the implementation of Common Core and writing across the curriculum, all teachers will be part of professional learning, every month, designed by UCLA’s Writing Project to improve critical thinking, analysis and the writing skills of all STEM students. Each Tuesday will include a plan that continues to develop the team’s collaborate capacity through the implementation of collaborative norms. As we grow, teachers will be provided with multiple opportunities to attend Adaptive Schools and Cognitive Coaching training, provided by UCLA’s Center X.

When we meet in departments, we will look specifically at data from My Data, common assessments, and CST’s and classroom observations in order to better design instructional methods, pacing, and our assessments. We believe that if we are data driven, we can better modify our pacing, teaching practices, and include supplementary materials where needed in order to get students to a higher level of understanding.

The elements of our professional development plan that will support the areas where we are exercising curricular flexibility is when we plan on having teachers work in cross-disciplinary teams as well as in their departments (both vertical and horizontal). STEM teachers will continue to deepen their understanding of STEM curriculum. MESA advisors will attend monthly meetings at CSULA, trainings as offered through the MESA program, and attend webinars to be up to date on all current needs and resources available. The rest of the faculty will be updated during school-wide professional development and lessons will be infused with STEM projects developed by teacher teams.

In addition we will be pursuing professional development to further implement technology in the classroom, specifically apple training, in order to create courses available through iTunes university, and specific models that include a “flip classroom” and possible replacement of the current APEX credit recovery program. By developing this we can hold students accountable, even on days they are absent and provide an option for credit recovery for our students.

Our professional development will follow a cycle similar to the table below.

Month	Week/Day 1	Week/Day 2	Week/Day 3	Week/Day 4	Week/Day 5
July	Adaptive Schools Training, Develop Collaborative Norms and Outcomes for the Year	Common Core Standards, Department Pacing Plans	Common Core Standards, Department Pacing Plans	Common Core Standards, Team Planning	School-wide policies and procedures
August	Center X Writing Project, Adaptive Schools Strategies	Department Teams: Data Review, Pacing plans, common core	Vertical Teams: Differentiation strategies	STEM curriculum, Horizontal Teams	Technology
September	Center X Writing Project, Adaptive Schools Strategies	Department Teams: Data Review, Pacing plans, common core	Vertical Teams: Differentiation strategies	STEM curriculum, Horizontal Teams	Technology

- How plans for the professional development will be designed, developed and implemented in a professional collaborative culture.

Our school will adopt the collaborative school model outlined by Adaptive Schools. All team members will have ample opportunities to lead and participate as learners throughout our professional development. STEM will have weekly 120-minute professional development/learning on Tuesdays, after school.

4. School Schedule and Calendar: We anticipate that our STEM pilot school will be located on a shared campus, possibly The Mendez Learning Complex, and hope to align our start time to that of the host school (see schedules below). Our instructional minutes will accommodate a 120 minute weekly professional learning time for all staff. We will have a full 180-day school calendar. Each school day will be organized into a 6 period day, with each class consisting of 55 minutes and a passing period between classes of 4/5 minutes. The length of passing period will be modified depending on the size of our campus and whether or not we have contiguous space. There will be a 20-minute nutrition and a 30-minute lunch period. Our STEM Lab period will be 25 minutes prior to nutrition.

On the Mendez Campus

REGULAR SCHEDULE

PROFESSIONAL DEVELOPMENT

Period	Time	Minutes		Period	Time	Minutes
1	7:40-8:35	55		1	7:40-8:20	40
2	8:40-9:35	55		2	8:25-9:05	40
STEM LAB	9:40-10:04	24		STEM LAB	9:10-9:24	14
NUTRITION	10:04-10:24	20		NUTRITION	9:24-9:44	20
3	10:29-11:24	55		3	9:49-10:29	40
4	11:29-12:24	55		4	10:34-11:14	40
LUNCH	12:24-12:54	30		LUNCH	11:14-11:45	33
5	12:59-1:54	55		5	11:50-12:30	40
6	1:59-2:54	55		6	12:35-1:15	40
TUTORING	2:55-3:55	60		PD	1:15-3:15	120

MINIMUM DAY

Period	Time	Minutes
1	7:40-8:20	40
2	8:25-9:05	40
3	9:10-9:50	40
Brunch	9:50-10:05	25
4	10:10-10:50	40
5	10:55-11:35	40
6	11:40-12:20	40

NUTRITION AND LUNCH WOULD OVERLAP FOR WHOLE CAMPUS DURING REGULAR DAY AND TUESDAYS
TUESDAYS, SAME RELEASE TIME

Extra Curricular Activities: Clubs / Organizations - students will be able to join clubs and organizations that meet at lunch and after school.

Benefits of being on a shared campus: The possibility of increased opportunities for students. We will work with the host school to ensure student accessibility to school-wide athletics and activities. We are open to modifying our school schedule to accommodate this.

As a STEM school our faculty and staff will offer multiple opportunities to engage in STEM related clubs and activities such as: MESA, the JPL Invention team, Robotics as well as health care related volunteer opportunities at a local hospital and a leadership class for all students.

As an LAUSD school, we will adopt the calendar passed by the school board, ensuring parallel holidays and vacation times.

- Describe the calendar and daily/weekly schedule for staff, and how time will be used to maximize professional development and collaborative planning time focused on instruction and student learning.

Monday	Tuesday	Wednesday	Thursday	Friday
Regular Schedule	Professional Development*	Regular Schedule	Regular Schedule	Regular Schedule

* The professional schedule will follow the plan outlined in the professional development section.

Our STEM school will begin its first year with an enrollment of approximately 375 students in grades 9th-11th. Below is a table of the staffing requirements for the next three years.

Yr of Implementation	Classroom Teachers	Out of Classroom	Clerical	Support Staff
1	2.5- ELA/ELD 2.5 Math 2 Social Studies 1 Biology 1 Physics/Chemistry 1 Technology/Robotics/Engineering 1 Fine Art 1 Physical Education 1 World Language (Spanish) 0.5 Health 1 RSP/SDC	1 Teacher 1 Counselor 1-Principal	1 SAA 0.5 Clerk	1-Parent Resource Assistant 1 Campus Aide
2	3.5- ELA/ELD 3.5 Math 2 Social Studies 1 Biology 1.5 Physics/Chemistry 1 Technology/Robotics/Engineering 1 Fine Art 1 Physical Education 2 World Language (Spanish) 0.5 Health 1 RSP/SDC	1 Teacher 1 Counselor 1-Principal	1 SAA 0.5 Clerk	1-Parent Resource Assistant 1 Campus Aide

3	3.5- ELA/ELD	1 Teacher	1 SAA	1-Parent Resource Assistant
	3.5 Math			
	2 Social Studies	1 Counselor	0.5 Clerk	
	1 Biology			1 Campus Aide
	1.5 Physics/Chemistry	1-Principal		
	1 Technology/Robotics/Engineering			
	1 Fine Art			
	1 Physical Education			
	2 World Language (Spanish)			
	0.5 Health			
1 RSP/SDC				

As a STEM school, students will be provided every opportunity to take meaningful and engaging classes to strengthen their understanding and background of math, science, technology as well as all the A-G courses. We will also introduce students to the engineering process through engaging hands-on engineering courses, robotics and science electives.

5. STAFFING: The STEM school will be staffed with the needs of the students always in mind, constantly revisiting and revising our program as necessary to address the needs of our students. During our first year of implementation, we will staff our school to provide all core and A-G classes within UTLA class size norms. It is our intent to reduce class size as much as possible, yet understand that our budget will dictate the number of positions allocated.

Being part of a STEM school requires there be an understanding of the national urgency and need for students that are highly qualified to pursue careers in these fields. Outstanding teachers with a proven record of excellence that share our vision of student achievement and work environment and have special training and/or experience to contribute to the learning community will be given preference for any openings. Teachers trained in Adaptive Schools and/or Cognitive Coaching will also be considered, as these will be the basis for our collaborative team. Additional duties and/or responsibilities will be made clear in the elect-to-work agreement (see attached). Out of classroom certificated staff will be held to the same high standards of excellence and additional responsibilities.

A courageous and collaborative leader is essential for the success of any organization. Our school principal must have some training in developing and growing collaborative groups. In order to move a school forward, we believe that having the ability to raise teacher capacity and leverage human and social capital is essential. According to Michael Fullan(2011),

“A recent study (Leana 2011) tested the relationship between the power of human and social capital. Leana reports that teachers who were both more able (high human capital) and had stronger ties with their peers (high social capital) had the biggest gains in student achievement. She even found that low-ability teachers perform as well as teachers of average ability ‘if they have strong social capital’ in their school. Thus, high social capital and high human capital must be combined, with the former being the more powerful. Both should be developed in concert, but high social capital is a powerful strategy to leverage human capital.”

Our principal must be able to fully integrate themselves as part of a team, yet be able to make difficult decisions as our leader when needed for the best of the school. The principal who leads STEM must also demonstrate a record of excellence and their ability to move a school forward (see attached job description).

EWA agreement is located in the appendix

6. **Budget:** Our budget will support our instructional plan and efforts to meet our students at their point of need. To provide quality instruction and professional development for all staff, we will need to allocate the necessary funds to ensure appropriate staffing and support staff to have a smooth transition and successful outcome. Aside from the staff provided by the general fund, STEM will use its categorical funds to provide additional supports for its staff and its students.

In order to ensure positive and effective communication with parents, STEM will allocate funds for a Parent Resource Assistant whose prime responsibility will be to communicate with parents on a regular basis in regards to students' attendance, grades and school events. This person will serve as a liaison between the parents and the school staff. His/her job responsibilities will also include providing a series of meaningful and relevant workshops where parents can learn how to continue supporting their child through their high school experience and plan for their future. Parents will touch on topics such as A-G courses (graduation requirements), STEM careers, financial aid, emotional/social development of teenagers, the college application process, among others. The parent resource assistant will also be charged with developing a parent group that will be active in school site committees as need be.

A second position that STEM believes is vital to its success is that of an out of classroom teaching position, which will provide essential support to all school staff. This person will have many key responsibilities. One of this person's responsibilities will be to serve as an instructional leader, assisting the principal in planning and delivering high quality professional development for all STEM staff. Another one of this person's responsibilities will be to serve as the categorical program advisor to ensure that the needs of our English Learners, particularly long-term English learners (LTELs), and all Title 1 students are being met. This person will monitor all programs and spending of the categorical monies to ensure they are being effectively used. Finally, this out of classroom teaching position will assist in the managing of all state, district and school-wide testing. Proper planning and execution are necessary to ensure students are provided with the best test-taking environment possible so they may demonstrate what they have learned. This position will also serve as a liaison between the school community and the outside STEM community, developing and nurturing partnerships with CSULA, STEM Up, the Army Corp of Engineers and many others. Essentially this out of classroom position will assist the principal in ensuring that STEM is providing all high quality supports and programs to its students and staff.

In order to ensure all students are meeting graduation requirements, STEM will set funding aside to compensate teachers for additional time after-school as much as possible. However, ALL staff will be expected, as outlined in the Elect to Work Agreement, to extend their day at least ONE day a week to 4:30 pm to assist with tutoring or staffing of the credit recovery room.

STEM also believes school safety is essential to provide opportunities for learning for all students. STEM will use what funding is available to purchase a campus aide to monitor the school throughout the day to ensure all students are in class to ensure a safe and comfortable environment where students can learn. This person will be a constant presence around campus and help keep intruders from entering our campus.

In the event that STEM is on a shared campus, whether at Mendez Learning Center, or another site, STEM (will budget for shared services benefitting both schools) will consider contributing to the salaries of other support staff such as a school nurse and a librarian, both of which are essential to the school body. As a small school, our limited budget will not allow for the purchase of many support

staff. We will rely on our community partners to assist with college counseling and internship/elective opportunities and school staff to take on additional responsibilities.

7. Governance: The Governing School Council will be composed of: 1-Principal, 1-Out of Classroom Staff, 5-Teachers (1 of which should be a member of the original RFP team for as long as those members remain at the school), 3 parents, and 3 students. This group will then elect 4 of the 5 teachers on the Governing School Council to serve on the School Site Council (SSC) as required by the federal and state compliance. Members for the Governing School Board (GSC), with the exception of the principal-who will be an automatic member; will be elected in a similar fashion to a school site council. Nominations for each of the following positions: 1-out of classroom and 5-teachers, will be made by the faculty and staff of STEM. Elections will then be held in accordance with the UTLA contract, where 3 of the 6 positions will be for two years and the remaining 3 will be for 1 year. The 1-position coming from the RFP team will be a 2-year position.

The positions within the GSC will be Chair, Vice-Chair, Secretary, and Parliamentarian. The role of these positions will be as set in LAUSD Bulletin 5797.1, to satisfy the requirements of an SSC. In addition to the roles stipulated by the SSC, the GSC will also be tasked with interviewing and recommending a principal for STEM and then evaluating their performance on a yearly basis. The GSC will also form a hiring committee to interview and make recommendations in regards to all other positions, including teaching and out of classroom staff. Teachers and out of classroom staff will also be evaluated on a yearly basis using multiple measures, including, but not limited to, the Teaching and Learning Framework, Student performance/growth, periodic assessments etc. to assure that the same level of rigor and high expectations remains consistent throughout our school.

Another role of the GSC will be to make curricular decisions that affect the school. For example, after taking into consideration input from school staff, the GSC will decide which textbooks to use, what instructional focus/foci the school will take on for the year and what impacts this will have to staffing. The GSC will be a truly collaborate group that keeps the needs of the students at the center and continues to evaluate programs and people based on data. All decisions will also be made using data and be very transparent.

STEM's policies as they relate to retention, promotion, graduation, and student discipline will follow LAUSD's current policies and serve as a baseline for retention, promotion, graduation and student discipline. However, one of our key beliefs is that STEM students graduate ready to enter a high-quality STEM program at a four-year university or enter the work-force skill ready in these fields. In addition to completing the A-G requirements, all STEM students will be expected to successfully complete 20 elective credits in a STEM related course, such as the engineering or robotics courses described in the curriculum and instruction section. Students will also be required to take math for 4 years and at least 3 years of science.

Students that are not on track to graduate will have to complete courses after-school or on the weekends using the iTunes University and/or APEX Credit Recovery. This program will be provided in our facilities to allow students access and additional support necessary. The credit recovery program (classroom) will be staffed by (one) certificated teachers, using the extra time required of each teacher in the EWA.

We believe that discipline is a team effort that begins with the teachers establishing clear expectations and a clearly outlined policy of progressive discipline where parents are included from the beginning and whose role continues to increase as is warranted. STEM believes that the school system alone

cannot provide students with the motivation or consequences to discipline problems. The faculty and staff will work diligently to ensure that students feel welcomed, safe and challenged intellectually so they become part of the learning community we will create. Mutual respect and support is key in this process.

The new policy/policies will be communicated to the staff, students, and parents in a timely and clear manner by having all school staff expected to participate in a 5-day training the first week of July 2014 to create all policies and procedures for our new school, in addition to 2 days of Professional Development the week prior to the first day of school. Parents along with their children will be required to attend a 4-hour orientation 2-weeks prior to the beginning of the school where they will attend workshops that review our graduation requirements, discipline policy, and support program for all students. They will also be invited to participate in the GSC.

8. Rationale for the Autonomous Model Chosen:

The STEM School in Boyle Heights will once again be an autonomous school serving 400 to 500 students at peak capacity and staffed by about twenty teachers. We will operate under the Pilot school model. This model will allow us, the teachers, the people closest to the students to continue to make the decisions that most directly affect student achievement. It encourages and supports innovation in regards to every dynamic of scheduling, budgeting, and the creation of opportunities for students. This in turn holds teachers and other school personnel accountable for the success of their students.

This model also makes it possible to make rapid changes to policies and programs when needed to improve student achievement. In this model, students are more likely to participate in extra curricular activities, and it promotes the reduction of levels of violence, behavioral problems, and tardies.

In order to continue the same level of autonomy and success experienced during the three years as a small school, we need the autonomies offered under the Pilot school model - in doing so we will be able to continue to grow our STEM programs.

Our programs require the intensive teacher collaboration of professional learning communities; hiring and supporting teachers who welcome this level of commitment is critical to our students’ success. We are excited about the opportunity to create a STEM school in Boyle Heights that will ensure our students’ high achievement and help them find STEM related careers in a time when it is of national need; we understand and welcome the responsibilities demanded by the Pilot model.

9. Additional Waivers:

No additional waivers will be required.

V. Implementation (5 Pages)

Timeline

PROPOSAL ELEMENT	TIMELINE	RESPONSIBILITY	EVIDENCE OF SUCCESS
Teacher recruitment	Late February 2014	STEM group Committee	Potential Candidates applying
Principal Recruitment	Late February 2014	STEM group Committee	Potential Candidates applying
Student recruitment	March 2014	STEM group Committee	Potential students applying

Facility operations and logistics	April 2014	STEM group Committee	Location identified, facilities are adequate for 1 st year of operation
Budget Development	May 2014	STEM group Committee	Solidify Financial Policies/Responsibilities, Annual budget and project expenditures for 1 st academic year
Create common assessments for subject areas	June 2014	STEM group Committee	Align common assessments with new CCSS
Create diagnostic exams for our incoming students	June 2014	STEM group Committee	Student success in classes they take during the year based on placement recommendation from diagnostic exam
Parent/family outreach	June 2014	STEM group Committee	Give parents/family a survey
Master schedule development	July 2014	STEM group Committee	Completion of all operational schedule
Week of training to outline policies and training	July 2014	STEM group Committee	Completion of policies and training
Actively looking into grant opportunities	July 2014	STEM group Committee	Successful grant acceptance for our school
2 pupil free days to have overview of opening events	August 2014	STEM group Committee	Be prepared for opening events
New school opening events	August 2014	STEM group Committee	Attendance, Surveys
STEM student orientation	September 2014	STEM group Committee	Attendance, Surveys
WASC Accreditation teams: -Develop plan -Plan meetings -Submit WASC Affiliation Form	September 2014	STEM group Committee	Focus groups, WASC committee

1. **Enrollment:** The enrollment chart below details the number of students and grades the school seeks to serve in year one through three.

Academic Year	Planned Number of Students		Maximum Number of Students	Grade Levels
	Within LAUSD	Outside LAUSD		
2014 - 2015	375	0	375	9-11
2015 - 2016	450	0	450	9-12
2016 - 2017	450	0	450	9-12

All STEM courses will be common core based. All students will complete UC/CSU A-G college entrance requirements. STEM's instructional model will focus on Science, Technology, Engineering, and Math, with a career readiness path. This instructional model will support all students regardless of their special needs or educational background.

Each year, STEM will anticipate an increase of about 125 students. We visualize every class to have an enrollment of approximately 30 students. All classes will service heterogeneous and mixed ability students. We plan to open with 9th-11th grade to insure we have the resources we need such as a full time counselor. Also due to our past success and positive results from our practice when we were a small school. With this model our students, including freshmen, will have access to STEM type classes. During this first year we will also have the time to obtain WASC accreditation.

Our STEM School will begin its 1st year of instruction with the following courses offered to 9th, 10th and 11th grade students:

9th Grade	10th Grade	11th Grade
Physical Education	Physical Education	Mathematics
Mathematics	Mathematics	American Literature
9th Grade English	10th Grade English	Physics
Biology	Chemistry	U.S. History
1st Year Foreign Language	2nd Year Foreign Language	3rd year of Foreign Lang.
Elective(Intro to Engineering Design)	World History	Elective (VAPA)

*Some 9th Grade students will be programmed in district mandated LTEL courses as they are identified per district guidelines.

The 2nd year, an additional 125 students will be added. Our 9th, 10th, and 11th grade courses will continue to be the same. The following courses will be added to the schedule for our 12th grade students:

- 12th Grade
 - Mathematics
 - Contemporary Composition
 - Economics/Government
 - STEM-related Elective (Robotics, CAD, Advanced Engineering Design, etc.)
 - Senior Seminar**
 - Health/Life Skills

*If students are finished with their A-G requirements and they do not need more than four courses then we will offer internships for these students with our partner organizations.

**The Senior Seminar course allows seniors to complete college application requirements and also serve as mentors to underclassmen.

2. Student Recruitment: Having been a STEM school for the last three years with a very successful MESA program, we have developed a reputation of having the best engineering program in our region that spans Boyle Heights, City Terrace, San Gabriel, South Los Angeles, East Los Angeles, and Lincoln Heights. We've developed close partnerships with the following middle schools: Hollenbeck Middle School, Griffith Middle School, Belvedere Middle School, Stevenson Middle School, and El Sereno Middle School, all of which have an active MESA Schools Program. In the past several years, the MESA program has served as a direct pipeline for students to enroll in our STEM school to continue their participation in the program at the high school level.

For our new proposed STEM school, we will expand our recruitment efforts to include the following:

MESA Preliminary Competition Day/Event at CSULA: At this event, we have already been allocated space to set up an informational booth to recruit students. This event takes place in March and attracts an average of 300 MESA middle school students.

Local Media Publications: We will run informational postings on all delivered and available newspapers and publications, including: La Opinion, The Penny Saver, and The Boyle Heights Beat.

Social Media: Upon approval, we will create our official STEM school website and to take advantage of the power of social media, we will also create a Facebook page, Twitter account, and You Tube channel. These will serve as a means to recruit and communicate with parents and the community in both English and Spanish.

Community and Religious Centers: Announcements and Q&A sessions will be conducted at all local community centers, including: Parks, Boys & Girls clubs, community farmers markets, and churches/temples to educate the community about the new available school option that is available to all students of the neighborhood without an application process.

3. Facilities and Space Requirements:

Our interest is in sharing a common space at the Mendez Learning Complex located in Boyle Heights at 1200 Plaza del Sol, Los Angeles, California 90033. Each of the teachers on the STEM’s planning committee has worked at Roosevelt High School, and several are alumni from Roosevelt High School. There is more than a willingness but a high interest and passion in working in Boyle Heights and with this specific student population. Since the STEM fields and professions are in high demand in the work force and a STEM school does not exist in Boyle Heights, we feel with locating our STEM Pilot school in Boyle Heights will help the community in several ways:

1. It will expose interested students to STEM related fields.
2. Increase the number of students graduating high school into STEM related majors
3. Having a STEM school will increase the number of students interested in remaining in Boyle Heights, rather than continually losing students to local charter schools or to schools outside the area.

For these reasons and our history with Boyle Heights we are impassioned in increasing success within this specific community.

STEM’s Space Requirements

Number of Classrooms: 15

Administrative offices:

- Space for secretaries
- Communal meeting space
- Administrator’s office
- Counseling Office
- Testing Center
- Title I / Title III

Program-specific space:

- Engineering Classes: (2)
- Computer Lab (1)
- Labs (Bio, Chemistry, Physics)

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Appendix

Job Description for Principal

A governance of shared leadership will make the decision on selecting a principal based on the following STEM characteristics:

- Pledges a fundamental beliefs of Pilot school structure
- Demonstrates effective collaborative leadership skills
- Show interest in leading and collaborating with teachers particularly about interdisciplinary instruction and curriculum development
- Demonstrates interest in working with families in low income communities
- Must have been trained in Adaptive Schools and Cognitive Coaching
- Should have at least 5 years teaching experience
- Demonstrate that they are data driven

The principal must not only hold the desire characteristics but also supports the STEM mission and vision.

Election-to-Work Agreement

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

SCHOOL NAME: [The Boyle Heights STEM High School](#)

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2014-2015

1) Introduction

I, _____ am voluntarily electing to work at [The Boyle Heights STEM High School](#) I am signing this Election to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

[The Boyle Heights STEM High School](#) is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). I shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, I may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by [The Boyle Heights STEM High School](#) and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Election-to-Work-Agreement states the more important terms and conditions.

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

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

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

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

3) Terms of employment

The school year will consist of 180 calendar days with the school day beginning at 7:30

and ending at 3:00 pm on regular days and 3:15 pm on professional development days. The [Boyle Heights STEM High School](#) will follow the school calendar adopted by the LAUSD School board.

All staff will be expected:

- To extend their school day by one (1) hour once a week (not including Tuesdays) every month to provide tutoring and/or credit recovery
- Provide supervision on a rotating basis during nutrition and/or lunch for a total of two days per month
- Provide supervision for evening events, such as athletic events, dances, or other activities, a maximum of four (4) times during the school year
- Hold office hours for students four (4) times a year after-school
- Attend one 5-day planning event in July and 2 pupil free days prior to the beginning of the first semester
- Participate in at least 1 committee

In addition, supplemental hours and tasks necessary to complete the mission of the [The Boyle Heights STEM High School](#) may be required.

4) Responsibilities

Every staff member at [The Boyle Heights STEM High School](#) shall:

- Provide high quality instruction for all its students
- Uphold the vision and mission of the school
- Collaborate with all members of the school community
- Perform all professional responsibilities as outlined by LAUSD
- Participate in professional development offered during the school year
- Infuse lessons with a STEM thread as much as possible
- Engage in data-driven conversations with colleagues to determine the needs of all students and make curricular decision accordingly
- Teach *Habits of Mind* to STEM Lab students and be the guardian of electronic portfolios for these students
- Other duties assigned by the Administrator.

5) Performance Evaluation

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

Staff members will also be evaluated by the performance and completion of the contents of this Elect to Work Agreement.

6) Dispute Resolution

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

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and

Discipline (Article X)

- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

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

Ø *Include the Pilot School's dispute resolution process, using the Pilot School dispute resolution guidelines as a resource.*

7) Release from the School

I may request a voluntary transfer to another school at the end of any school year or choose to sign the Election-to-Work Agreement by April 15th. I understand that, similarly, [The Boyle Heights STEM High School](#) may decide not to offer me a position and the Election-to-Work Agreement for an upcoming school year, in which case I will be placed into a vacancy for which I am qualified at a school within the geographic area in which [The Boyle Heights STEM High School](#) is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

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

9) Signatures

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

Employee Name / Employee #

Date

Principal

Date



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF ENGINEERING, COMPUTER SCIENCE, AND TECHNOLOGY

MESA Schools Program



October 21, 2013

Los Angeles Unified School Board
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Los Angeles School Board:

I am pleased to write this letter in support of the proposal submitted to start a STEM pilot school in Boyle Heights by a group of dedicated teachers who have exceptional skills and drive to make it a very successful endeavor. This project helps to address the critical need in the Boyle Heights area of the Los Angeles School District to advance students toward careers in STEM.

The design team of this school has worked many years in the fields of education and basic scientific research with a focus on technology and STEM. The principal goal of this project is to address and further develop the strengths and talents of children who have the potential to strive and succeed academically and become well trained STEM professionals that are needed in California and throughout the country. I have worked directly with several of the teachers on this design team from STEM @ Roosevelt and they work tirelessly not only in the classroom but outside the classroom. They have proven themselves to have a talent to reach the students in the Boyle Heights community, academically STEM @ Roosevelt had an API growth of 67 points in their final API of 737, and they have had students shine winning competitions regionally, statewide, and nationally in STEM.

As the Director of the MESA Schools Program at CSU Los Angeles, I highly support the STEM pilot school in Boyle Heights and believe the implementation of this program will provide a curriculum that is specifically designed for academically advanced learners. This school will create a source of critical thinkers, increase science literacy, and enable the next generation of innovators.

Respectfully,

A handwritten signature in black ink, appearing to read "T. Federico".

Thelma Federico
Director, MESA Schools Program
(323) 343-4565
tfederico@cslanet.calstatela.edu

October 21, 2013

To Whom It May Concern,

As a former university partner of STEM at Roosevelt High School, UCLA Center X is pleased to offer its support to the six teachers applying for a STEM Pilot School next year.

For the past two years, UCLA Center X supported the teachers from STEM at Roosevelt High School through writing and literacy across the content areas and developing collaborative groups. During this time, UCLA Center X instructional coaches helped to facilitate and develop their knowledge and reflection on their instructional practice through collaborative sessions. The outcomes of this partnership saw teachers coming together as a true professional learning community, focused on student outcomes and ways to improve their teaching practice to meet those outcomes. Therefore, it comes as no surprise that STEM at Roosevelt experienced three years of continuous growth with their student achievement data, ending with an API of 737 and a growth of 67 points.

Based on our work with the six teachers applying for the STEM Pilot School, we have seen how dedicated they are to providing STEM-based opportunities to their students and the community of Boyle Heights. It is our belief that providing these six teachers the opportunity to open their own STEM Pilot School will provide many students and families the positive and successful academic life needed to advance in the fields of STEM and increase the number of Hispanics students pursuing those areas.

UCLA Center X looks forward to continuing our partnership with these teachers from STEM at Roosevelt High School and hope you will consider them as a strong candidate to open a STEM Pilot School next year.

Sincerely,



Carrie Usui Johnson
Director, Professional Development and Partnerships
Training Associate, Thinking Collaborative
UCLA Center X
usui@gseis.ucla.edu
310-825-0767

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LOS ANGELES, CA 90095-1521
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FAX: 310-206-8770
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10-17-13

A quien Corresponda.-

Nuestros nombres son Claudia A. Trejo y Jose Luis Trejo, como padres que participamos durante 3 años en la escuela Roosevelt HS. (STEM) teniendo como alumno a nuestro Hijo Luis estuvimos muy satisfechos con todos los logros obtenidos con nuestro hijo ya que con la colaboracion de todo el personal que laboraba en esta pequeña Escuela empezando con la Directora, Consejeros, maestros, Ayudantes de maestros, secretarias y todos los Colaboradores nos sentimos muy satisfechos y contentos por todo.

Esperamos que regrese STEM a Roosevelt HS.

Gracias

Claudia A. Trejo
Jose L. Trejo

Experienced Educator

Dedicated to providing the best educational experience possible
for all students by utilizing all available resources

Summary of Qualifications

- *Instructional Leader*: facilitated professional learning for math department that consisted of 35 teachers and school-wide professional learning, developed unit lesson plans for mathematics department, contributed to common pacing plan development as well as unit exams
- *Categorical Program Advisor* in charge of budget monitoring, purchasing of necessary materials and assessing and monitoring the needs of categorical programs, compliance, and student intervention
- *Enthusiastic, Motivated and Passionate educator* who believes that all students can learn when placed in an engaging and stimulating environment that supports all learners
- *Problem Solver* who can effectively coordinate large events, school-wide testing, and ensure compliance for all categorical programs
- *English Learner (EL) Coordinator and BCLAD certified* educator with 12 years of experience with English Learners
- *Parent liaison* that has developed successful parent groups including advisory committees and school site council, coordinated home visits, parent workshops, and award nights.
- *Resourceful*: established and maintained partnerships with various CSULA programs such as MESA, and other Science, Technology, Engineering and Mathematics (STEM) oriented organizations to leverage resources for students.
- *Testing Coordinator* that has successfully created testing calendar, disseminate testing materials, train teachers and proctors, and ensure testing security
- *College Board Approved AP Statistics* instructor for four years. Extensive knowledge of data analysis, survey and report development
- Trained in *Adaptive Schools, Cognitive Coaching* the implementation of the *Mathematics Common Core Standards*
- *Bilingual-Spanish*

Professional Experience

STEAM and VAPA HIGH SCHOOLS AT LEGACY H.S. COMPLEX
South Gate, Ca

August 2013-Present

Categorical Program Advisor

- Assess and monitor the needs of the categorical programs with the help of faculty, staff, students, parents and community to continuously modify these programs to meet those needs using multiple data points
- Evaluate student activities and progress of English Learners and at-risk students to improve the instructional program of these students using the CELDT, CAHSEE, and grades
- Support curriculum development for compliance
- Assist office staff with the enrollment of English Learners and ensure appropriate initial program and ELD placement after initial language proficiency assessment using the CELDT

SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)
at ROOSEVELT HIGH SCHOOL, Los Angeles, CA

July 2011-June 2013

Categorical Program/Problem Solving Data Advisor

Academic/Instructional Leader:

- Part of a collaborate team that increased the academic performance in a school of 450 students
 - Increased cohort graduation rate by 36% in one year (2012)
 - Increased API three consecutive years, for a total of 139 points

- Improved student attendance and decreased transiency rate by 24.3% in the last year
 - Met 8 of 11 AYP targets in 2011-2012 and 8 of 8 in 2012-2013
 - Met 6 of 9 Academic Growth over Time (AGT) benchmarks set by the district (2011-2012)
 - Decreased the percentage of students scoring Far Below Basic on the Algebra 1 CST by 50%. (2011-2012)
- Assess and monitor the needs of the categorical programs with the help of faculty, staff, students, parents and community to continuously modify these programs to meet those needs using multiple data points including
 - CST, CELDT, CAHSEE
 - Attendance Rate
 - Student Marks at grading periods
 - Parent Surveys
- Identify specific and general instructional needs of individual and at-risk groups using multiple sources of data such as: CST scores, district periodic assessments, CAHSEE, graduation requirements and grades
- Evaluate student activities and progress of English Learners and at-risk students to improve the instructional program of these students using the CELDT, CAHSEE, and grades
- Provide intervention instruction to identified students including the oversight of the APEX credit recovery program, after school tutoring, and CAHSEE boot-camp
- Lead professional development for all stakeholders to support the English Learner Master Plan, including the identification of English Learners, effective EL instruction, including the use of SDAIE strategies and access to core methodologies as well as the reclassification process for ELs.
 - Increased reclassification rate by 10% in one year
- Collaborate with teachers and principal to ensure that professional learning plan and intervention is aligned with the school's Single Plan for Student Achievement
- Facilitate school-wide and department data review meetings to analyze the progress of all students and its subgroups, including English Learners, share best practices and help plan lessons for differentiated instruction
- Support curriculum development for compliance
- Assist office staff with the enrollment of English Learners and ensure appropriate initial program and ELD placement after initial language proficiency assessment using the CELDT
- **Budget Experience:**
 - Participate in the writing of the Single Plan for Student Achievement, including analysis of current programs and their expenditures
 - Complete budget reports for compliance
 - Schedule and help facilitate all budget meetings with parents, staff and community
 - Prepare, interpret and present budget to staff, advisory committees and school site council
 - Supervise the purchase of educational materials for program and pupil needs
 - Purchase and manage the use of supplies and equipment
 - Maintain up to date control sheets for all budgets for immediate review
- **Testing:**
 - Coordinate, plan and disseminate school-wide testing calendar to include all district assessments, California STAR assessments, SAT, PSAT, ACT and Advanced Placement assessments.
 - Maintain testing records, test material security, and testing data in accordance with district and state guidelines.
 - Train and support all test examiners and proctors to ensure the validity of all exams
 - Prepare testing report for principal and school staff
- **Parent Engagement:**
 - Work closely with parent and community groups to create advisory committees, parent workshops, and increase parent engagement
 - Facilitate advisory committee meetings, provide translation and necessary materials

ROOSEVELT HIGH SCHOOL, Los Angeles, CA

July 2001-June 2011

High School Mathematics Instructor

- Provide mathematics instruction for students in grades 9-12 in various levels, including Algebra 1, Pre-Calculus and AP Statistics through a variety of instructional approaches to ensure student learning

- Create engaging, meaningful, and accessible lessons for all students, including English Language Learners, Gifted, Talented and students with learning disabilities
- Contributed to increase in standardized test scores
- Facilitated professional development for the math department, including model lessons and pacing plan development
- IMPACT LA teacher for three years. Co-developed engaging lessons with graduate fellows in engineering and science to introduce cutting edge research into the high school classroom to encourage students to pursue a degree in the STEM fields.

ROOSEVELT HIGH SCHOOL, Los Angeles, CA

July 2006-Present

Mathematics, Engineering, Science, Achievement (MESA) Program Advisor

- Successfully re-established the MESA program at Roosevelt High School by recruiting and encouraging all students to participate. The MESA program grew from six students to 85 in one year.
- Coordinated competitions, events and field trips for MESA students to expose them to possible careers in the STEM fields
- Co-taught a MESA class during intersession (2 years) to prepare students for competitions.
- Participated in the Solar Cup Program for 4 years. Leveraged resources in the community to meet the monetary needs of the program. Coordinated presentations, field trips and fundraising to participate in the 9-month project..
- Co-managed a \$75,000.00 donation for the purchase of equipment and materials to grow the MESA program at the school

JAIME ESCALANTE MATH PROGRAM, Los Angeles, CA

July 2002-Present

Math instructor/Coordinator

- Coordinated a six-week intensive math program for students during the summer, securing facilities, teachers, and recruiting students
- Provided rigorous, fast-paced math instruction for students for eight years

Education

2012	Adaptive Schools Training, UCLA Cognitive Coaching, UCLA Common Core-Mathematics, Los Angeles County of Education
2011	Observer Training, LAUSD Teacher Framework Capturing Kids Hearts
2002	Masters of Education, Secondary Education University of California, Los Angeles California Clear Single Subject Credential (Math) with BCLAD Certification University of California, Los Angeles
2001	Bachelor of Science, General Mathematics University of California, Los Angeles

Elida Nunez

829 Browning Pl.,
Monterey Park, CA 91755
(310) 903-0151
enune3@lausd.net

*“Give a man a fish
and he will eat for a day,
Teach him how to fish
and he will eat for a
lifetime,
Tell me I forget,
Show me I remember,
Involve me I understand.”*

D. Atkins

*“My ability to motivate
students and share a love of
learning fosters a successful
classroom environment. ...I
would welcome becoming
part of ‘the village that
raises the child’ in your
district.”*

Jenny Lysaker

*“A child may not always
remember what you say,
but they will always
remember how you made
them feel.”*

Unknown

Objective

Eager to bring special education students into the twenty-first century, while creating a lifelong love of knowledge in children. Dedicated to motivate all students to achieve their highest potential.

Education

California State University, Long Beach

- Masters of Arts, Social and Cultural Analysis of Education, May 2011
Specialization: Minority and Underrepresented Individuals in Education
- Teacher Credential, CLAD, May 2005
Specialization: Bilingual/General Education
- Bachelors of Arts, Liberal Studies, December 2003
Specialization: Elementary Education / Language and Literacy

California State University, Los Angeles

- Teacher Credential, Mild to Moderate Special Education, February 2009

Authorizations and Certifications

Autism Spectrum Disorder Authorization, LAUSD

- CTC Add-on, July 2013

No Child Left Behind: Highly Qualified CTC Subject Matter, LAUSD

- Mathematics, September 2011
- Science, September 2011
- Social Studies, September 2011
- English, CSULB, December 2003

Employment

Professional Development in Education

- *Special Education Teacher, High School, LAUSD*
Roosevelt High School, July 2007 to present

Honors and Affiliations

- *Awards:* Certificate of Achievement in Special Education; Phi Delta Gamma, Kappa Delta Pi (Honor Society)
- *Scholarship:* Fred Smith Foundation; Knowledge is Power Foundation; Samuel Pollach Memorial; High Quality Minority Teacher Preparation Project

Key Qualifications

- *Bilingual:* Spanish / English
- *Computer Skills:* Software (IBM and MAC): Microsoft Windows® and DOS

References and Portfolio Upon Request

Leo F. Magallón

• 3046 E. 4th St., Los Angeles, CA 90063 • Email: leo.f.magallon@gmail.com • Cell: (323) 401-2166

PROFESSIONAL EXPERIENCE

The School of Science, Technology, Engineering, and Mathematics

at Theodore Roosevelt High School – Los Angeles, CA

10/10-present

High School Mathematics Teacher

- Established constructivist philosophy of teaching into classroom by implementing data-driven, research-based pedagogical techniques that resulted in increased retention of content knowledge for students.
- Integrated an array of technology into daily routines to enhance the delivery of culturally relevant lectures of abstract mathematics and science concepts.
- Co-led a series of parent workshops to increase parent participation, create community involvement, and cultivate a culture of open dialogue with school's stakeholders.
- Collaborated with math department of five teachers to deliver an 84% passing rate of the math portion of the California High School Exit Exam (CAHSEE), far outpacing the district rate of 70% and state rate of 79%.
- Collaborated with peers to lead a team of 10 students that created a tissue-launching apparatus and placed 5th among 71 teams, including engineers, at the annual JPL Invention Challenge competition.

Occidental College, GEAR UP – Los Angeles, CA

09/08-09/10

Graduate Program Assistant

- Facilitated the placement and observation of 95 Occidental College tutors in five Los Angeles area high schools.
- Maintained streamline of communication between teachers, administrators, and Occidental College personnel.
- Conceptualized protocol for tutor transition into urban-setting classrooms to provide effective services.
- Analyzed data pertinent to the effectiveness of grant services and implemented recommended improvements as deemed appropriate by grant underwriters.

MWH Americas, Inc/City of Los Angeles – Los Angeles, CA

05/08-09/08

Internship Coordinator Assistant

- Aided in the coordinating of city internship program consisting of 100 high school students and over 30 private engineering and architecture firms.
- Directed streamline of communication between four city agencies and key contacts from over 30 private entities.
- Delivered presentations to high school students on office etiquette, oral skills, and career opportunities in engineering.
- Planned, scheduled, and supervised educational trips throughout the Los Angeles area that enriched students' exposure to the fields of architecture, construction, and engineering.
- Implemented strategy to collect and analyze data pertinent to the effectiveness of internship program.

EDUCATION

Occidental College – Los Angeles, CA

Master of Arts in Teaching Mathematics May 2010

Bachelor of Arts, Physics; Minor: Education

Preliminary Single-Subject Teaching Credentials: Mathematics and Physics

HONORS AND AWARDS

Advisor, Mathematics, Engineering, Science, Achievement (MESA) program	2010-present
Member, School Site Council (SSC) – Roosevelt High School	2011-2012
STEM-UP Teacher Ambassador	2010-present
Keynote Speaker- Great Minds In STEM Viva Technology education program	2011

Gabriel Trejo

9303 Farm Street Downey, CA. 90241; (323) 781-8013 (cell); gtrej1@lausd.net

Education:

Bachelor of Arts in Mathematics; December 9, 1995
California State University Los Angeles

Preliminary Single Subject Credential (CLAD): April 17, 2001
California State University Los Angeles

Clear Single Subject Credential (CLAD): February 26, 2006
California State University Los Angeles

Teaching Experience:

Teacher Assistant: Roosevelt High school 1993-1995

- Assisted the counselors and the coordinator to identify gifted students
- Managed the budget of the gifted program
- Placed orders for the teachers of the gifted students
- Organized and prepared the distribution of AP exams

Mathematics Teacher: Roosevelt High School 1996 – Present

- Developed and implemented lesson plans for an integrated math curriculum
- Devised projects for individual investigation and group collaboration suitable for our students using SADIE strategies.
- Implemented positive classroom management strategies
- Participated in the planning of math department pacing plans
- Took part in a weekend retreat with the math department to improve the collaboration within the department
- Taught Saturday math intervention program
- Planned and implemented a CAHSEE mathematics course for students
- IMPACT LA teacher for two years. Graduate fellows in science and engineering bring in cutting edge research into the classroom to encourage students to pursue careers in STEM.
- Co-develop engaging lesson plans to integrate research and mathematics.
- Contributed to increase in standardized testing
- Had 25% passing rate first year teaching AP Calculus AB

Mathematics Teacher: Jaime Escalante Math Program 2005 - Present

- Provided a rigorous fast-paced mathematics instruction for students during a six-week summer program
- Helped recruit and motivate students to apply and participate

Gabriel Trejo

9303 Farm Street Downey, CA. 90241; (323) 781-8013 (cell); gtrej1@lausd.net

Additional Experience

Basketball Coach: 1995 – 2011

- **Assistant Coach:** girls varsity basketball team(1996)
Reached the playoffs
- **Head Coach:** Boys Frosh/Soph basketball (1998-2003)
Won 3 league titles
- **Head Coach:** Boys Junior Varsity basketball (1998 -2003)
- **Head Coach:** Boys Varsity basketball (2004 - 2011)
Won the first playoff game in 10 years and reached the semifinals (2006-2007)

Class Sponsor: 1999 – 2001

- Planned class meetings, organized school dances, fundraised for class activities
- Assisted and participated in the graduation ceremony

Skills

- Adept with TI Graphing Calculators, Smart Board, Smart technology
- Proficient with a variety of mathematics software, including Geometer's Sketchpad
- Fluent in Spanish



Nos ducere
exemplo

ADDRESS

Po Box 6020
La Puente, CA
91747

PHONE

626-715-2932

FAX

323-269-5473

EMAIL

rpenuela@lausd.net

Robert A. Penuela

Po Box 6020 La Puente, California 91747

Experience

TEACHER, ROOSEVELT HIGH SCHOOL, LOS ANGELES, CA -- 1999-
PRESENT

2000 -PRESENT

Puente Teacher and Adviser.

During this time I coordinated the writing portfolios, writing baselines, college field trips - including those to San Diego and Northern California. Every year, 80% plus students would pass the ELA portion of the CAHSEE. I also coordinated parent workshops, fundraising for field-trips and scholarships.

SPRING 2013

CAHSEE bootcamp facilitator.

2003 - 2013

Yearbook Adviser

As the yearbook adviser I coordinated fund raisers, social events, and the creation of a successful 240 page book every year.

Education

UC Riverside, Riverside, CA -- English, 1997

Certificates & Credentials

Nationally Board Certified -- 2011

Single Subject Credential, District Intern -- 2002

Referrals

Silvia Tovar, former Principal at STEM at Roosevelt High School --
sitovar@mac.com

Steve Lopez, former Department Chair -- elopez@lausd.net

Jane Allsopp, Director of the Puente Program --
jallsopp@berkeley.edu

Educator/MESA adviser

Summary of Qualifications

- *Enthusiastic, Motivated and Passionate* educator who believes that all students can learn when placed in an engaging and stimulating environment that supports high expectations.
- *BCLAD certified*, worked with English Language Learners for 10 years
- Engage Parents: *Developed successful parent groups*, coordinated home visits, and parent meetings
- Resourceful/Strategic Collaboration: Have worked closely with CSULA MESA, IMPACT LA, and STEM UP to establish a partnership where students' learning and future career choices are at the center. Coordinated field trips, events, speakers, and classroom demonstrations through these partnerships. Successfully fundraised for Solar Cup by leveraging community resources and partners.
- Effectively coordinated, planned and ensured the success of numerous projects while maintaining a challenging, yet engaging classroom environment.

Professional Experience

ROOSEVELT HIGH SCHOOL, Los Angeles, CA

July 2002-Present

High School Mathematics Instructor

- Provide mathematics instruction for students in grades 9-12 in various levels, including Algebra 1, and Pre-Calculus through a variety of instructional approaches to ensure student learning
- Create engaging, meaningful, and accessible lessons for all students, including English Language Learners, Gifted, Talented and Resource Students
- Contributed to increase in standardized testing
- IMPACT LA Teacher for three years. Graduate fellows in science and engineering bring in cutting edge research into the classroom to encourage students to pursue careers in STEM. Co-developed engaging lesson plans to integrate research and mathematics.
- Facilitated a parent cohort with collaboration from Boyle Heights Learning Collaborative to help parents and their children transition from middle school to high school. Provided a week long parent workshop during Saturdays.

LOS ANGELES COMMUNITY COLLEGE , Los Angeles, CA

July 2008 – July 2010

- Provided Mathematical Instruction for High School students through the Upward Bound Program during a 7 week intensive program.

ROOSEVELT HIGH SCHOOL, Los Angeles, CA

July 2005-Present

Mathematics Engineering Science Achievement (MESA) Program Advisor

- Successfully reestablish MESA program at Roosevelt High School by recruiting and encouraging all students to participate. Went from six students to 85 in one year.
- Coordinated competitions, events, and field trips for MESA students to expose them to possible careers in Math, Science or Engineering
- Co-Taught a MESA class during intersession for two years
- Solar Cup Program: leveraged resources to ensure our ability to enter the competition. Coordinated presentations, field trips, and the event for the past four years.
- Developed an Engineering elective that was available to students from the STEM school at RHS

JAIME ESCALANTE MATH PROGRAM, Los Angeles, CA

July 20011-Present

Mathematics Instructor

- Provided a rigorous fast-paced mathematics instruction for students during a six-week summer program
- Helped recruit and motivate students to apply

Education

2001

Bachelor's Degree, Pure and Computational Mathematics
University of California, Santa Cruz

Minor in Education
University of California, Santa Cruz

California Clear Mathematics Teaching Credential with BCLAD certification
Teacher L.A. Program , UCLA