

Letter of Intent

This Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal for the 2010-2011 school year. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 15, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via superintendent@lausd.net

Organization Information	
Name of applicant (for profit entities may not apply)	LAUSD Local District 5
Address	2151 North Soto Street Los Angeles, Ca., 90032
Phone	(323) 224-3100
Website (if applicable)	http://www.lausd.k12.ca.us/District_5/
Main contact name and phone number	Roberto A. Martinez, Interim Superintendent (323) 224-3100
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	Central Region ES # 16 120 E. 57 th St., Los Angeles, CA., 90011
Brief description of community engagement activities planned or completed	Plan to provide informational and Q & A sessions at the CEAC, ELAC and other parent meetings at the schools being relieved. Plan to conduct further Town Hall Community meetings.

	<p>Plan to establish focus groups to better address the needs of the community and possible solutions.</p> <p>The school will work on exploring a variety of partnerships and plan to engage local community organizations such as “A Place Called Home”, Century List Tutoring Services, South Central Neighborhood Council.</p>
<p>Brief description of proposed vision, mission, education plan, and partnerships</p>	<p>Blending research with practice unites the gap between knowing and doing in schools. Building a school based on the foundation of Cognitive Coaching throughout a school culture and curriculum requires valuing, understanding, and making commitment to constructivist principles of learning. These commitments are measured both quantitatively and qualitatively in the system of schooling with measurable results. Some of these compelling findings are:</p> <ul style="list-style-type: none"> - Cognitive Coaching was linked with increased student test scores and school benefits. - Teachers grew in teaching efficacy. - Cognitive Coaching impacted teacher thinking, causing teachers to be more reflective and to think in more complex ways. - Teachers were more satisfied with their positions and with their choice of teaching as a profession. - Teachers collaborated more. - Benefited teachers professionally and personally. - Benefits people in other fields other than teaching. <p>As a data driven system these findings compel the</p>

Local District 5 Community to propel forward with a coaching model of meditative work.

Embedded in the curriculum process is composed of three basic groups of decisions: (1) Purposes: outcomes goals and intentions (2) Instruction: strategies, materials, and organizational patterns to achieve those outcomes (3) Assessment: ways to assess progress toward and achievement of those outcomes. The work of Hoy, Hoy, and Goodard grounds this theory of action based on academic emphasis, collective efficacy, and trust in schools and community. Cognitive Coaching, a foundation for Renaissance Schools, provides the how process by providing the mental maps and processes for attending to these variables in schooling.

Incorporated into this philosophy is the idea that parents and community members need to have opportunities to experience the lessons being taught as first hand learners. A series of activities will be developed to allow for these opportunities such as family literacy and math nights.

Local District 5 has anchored commitment from the Co-Directors and Co-Developers of both the Center for Cognitive Coaching and the Center for Adaptive Schools as partners for this transformational school.