

## 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](mailto: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)	<a href="http://www.lausd.k12.ca.us/District_5/">http://www.lausd.k12.ca.us/District_5/</a>
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 # 18  1250 E. 31 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>Plan to engage local community organizations such as “A Place Called Home” Century List Tutoring Services, Central Avenue Business Association, South Central Neighborhood Council, Councilwoman Jan Perry.</p>
<p>Brief description of proposed vision, mission, education plan, and partnerships</p>	<p>Our mission is to build an international network of people in schools, homes and businesses that are dedicated to sharing the vision of the Habits of Mind as a foundation for building thought-full learning communities. In facilitating this mission ES #18 will foster a vision of an internationally focused school for critical and global thinking that builds learning dispositions through honoring the cultural and historical thinking of communities learning together.</p> <p>For years the international community has been focused on global thinking. We know that as economies and learning develops at rapid rates new ways of thinking and knowing are critical for today’s youngsters. At the international forefront, much of this work has been developed through Costa’s Levels of Thinking. In this construct effective thinking requires concentric circles with content surrounded by: thinking skills, learning tasks that demand skillful/creative thinking, habits of mind. The umbrella of habits of mind situates critical thinkers to understand the knowledge formation needed for the 21<sup>st</sup> global economy. Below are key features of ways of knowing through a Habit of Mind theoretical framework</p> <ul style="list-style-type: none"> <li>▪ A Habit of Mind means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties.</li> </ul>

- Our focus is on performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship. The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it.
- Employing Habits of Mind requires drawing forth certain patterns of intellectual behavior that produce powerful results. They are a composite of many skills, attitudes and proclivities including:
  - **Value:** Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns.
  - **Inclination:** Feeling the tendency toward employing a pattern of intellectual behaviors.
  - **Sensitivity:** Perceiving opportunities for, and appropriateness of employing the pattern of behavior.
  - **Capability:** Possessing the basic skills and capacities to carry through with the behaviors.
  - **Commitment:** Constantly striving to reflect on and improve performance of the pattern of intellectual behavior.

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 is proud to join the international learning community with Dr. Art Costa's direct support and leadership in the development of the

school. **Arthur L. Costa, Ed.D.** holds many honors as Emeritus Professor of Education at California State University, Sacramento, and Co-Director of the Institute for Intelligent Behavior in El Dorado Hills, California. He has served as a classroom teacher, a curriculum consultant, and an assistant superintendent for instruction and as the director of educational programs for the National Aeronautics and Space Administration.

He has organized learning in all 50 states as well as Mexico, Central and South America, Canada, Australia, New Zealand, Africa, Europe, Asia and the Islands of the South Pacific.

Costa has written numerous books, including *Techniques for Teaching Thinking* (with Larry Lowery), *The School as a Home for the Mind*, and *Cognitive Coaching: A Foundation for Renaissance Schools* (with Robert Garmston). He is editor of *Developing Minds: a Resource Book for Teaching Thinking*, co-editor (with Rosemarie Liebmann) of the *Process as Content Trilogy: Envisioning Process as Content, Supporting the Spirit of Learning*, and *The Process Centered School*.

Active in many professional organizations, Costa served as president of the California Association for Supervision and Curriculum Development and was the National President of Association for Supervision and Curriculum Development, 1988 to 1989.

It is with his leadership support and that of critical friends in the field that we seek to grow a rigorous and relevant school that fosters the relational needs of future thinking leaders.