



Santa Barbara Unified School District

720 Santa Barbara Street, Santa Barbara, CA 93101 Phone 805-963-4338, TDD 805-966-7734, Fax 805-963-1877
www.sbsdk12.org

School/Program of Choice Annual Evaluation Report

School/Program of Choice Dos Pueblos Engineering Academy School Year: 2012-2013

Student Demographics:

The DPEA enrolled 271 students in 2012-2013, an increase from 204 students in 2011-2012.

We currently have 47% males and 53% females, and last year we had 49% males and 51% females.

These are the 2012-2013 demographics for our student body:

- 1.1% Decline to State
- 1.9% American Indian/Alaskan, an increase from last year's 1.47%
- 1.9% Filipino, an increase from last year's 0.98%
- 1.9% Black or African American, a decrease from last year's 1.96%
- 16.2% Hispanic or Latino, an increase from last year's 13.73%
- 19.6% Asian, a decrease from last year's 20.09%
- 57.2% White, a decrease from last year's 61.76%

The number of students who are designated as low socioeconomic status (SES) is 22.

Recruitment Practices:

Our recruitment practices include:

1. Visiting 8th grade math classes at every SBUSD junior high school in November to tell students about the DPEA and let them know about the District February transfer deadline. We did not undertake this effort this year (2012-2013) because the SBUSD Academy Showcase planned for November, 2012 was going to serve this purpose. We plan to return to visiting 8th grade math classes next year and beyond.
2. Holding evening tours of the Elings Center for Engineering Education (ECEE) throughout January for families considering transferring to DPHS and applying to the DPEA.
3. Holding community Open Houses in October and May for all interested community members (including families with younger children, etc) to visit ECEE and learn about the DPEA from current students.
4. Contacting all private schools in the area to make sure that students and families are informed about the transfer deadline, to invite them to January and May tours, and to explain the application process.
5. Presenting to 8th-grade students at GVJH and LCJH in early May to inform them of their opportunity to apply to DPEA and to explain the application process and the program. These are more in-depth presentations than 1., above.
6. Hosting open houses at the ECEE following the 8th-grade presentations so that families and community members tour the ECEE and talk directly with students and staff about the DPEA.
7. Hosting DPEA student-run application clinics during lunch time at LCJH and GVJH to help students

fill out their DPEA applications, turn in their applications, and get their questions answered.
8. Having bilingual DPEA student presenters at all Open Houses and presentations.

Funding Sources:

In addition to funding from the Santa Barbara Unified School District, the DPEA Foundation (DPEAF) is an IRC 501(c)3 nonprofit corporation that raises money year-round to support the DPEA and its educational mission. Funding to the Foundation comes from a variety of sources, including:

- Foundations
- Individuals
- Industry partners
- DPEA parents
- DPEA alumni and their families

Student Academic Data:

DPEA students are high-achieving in the academic arena. Our students consistently excel in AP courses, IB courses, SBCC courses, and UCSB courses. DPEA students are well represented each year in the group of SBUSD National Merit Finalists; 4 of the 6 finalists from DPHS in 2013 were DPEA students, and the two National Merit Scholars were DPEA students. Two of our 2013 seniors were Presidential Scholar candidates and one was named a Presidential Scholar. All DPEA students graduate from high school and continue onto college.

Extra-curricular Activities:

Students are actively encouraged by DPEA staff to pursue extra-curricular activities. The DPEA student body is involved in a wide range of activities, including DPHS Leadership, yearbook, Charger Account, ballet, mock trial, Junior Statesmen of America (JSA), theater, improv troupe, band, choir, cheerleading, football, basketball, volleyball, baseball, softball, tennis, soccer, golf, cross country, track and field, swimming, and water polo.

Community Partnerships:

The following is a list of our community and corporate partnerships:

- SBCEO ROP
- Santa Barbara City College
- UCSB (with multiple departments and colleges)
- Rotary Club of Santa Barbara
- Raytheon
- Amgen
- Valley Precision Products

- The Allergan Foundation
- Architectural Millwork of Santa Barbara, Inc.
- ATK Space
- Bitwise Systems
- Downey's Restaurant
- Edison International
- Elite metal finishing, llc
- Enerpro
- Exxon Mobil
- FLIR
- Impulse Internet Services
- Lockheed Martin – Santa Barbara Focalplane
- Lynda.com
- P&G Alumni Foundation
- Montecito Bank & Trust
- Neal Feay Co.
- Rincon Technology
- STORZ
- Tecolote Research, Inc.
- Toyon Research Corporation
- Venoco, Inc.
- Afar Communications
- Citrix Online
- InTouch Health
- LCOGT.net
- Rincon Engineering
- Silvergreens

Accomplishments/Successes:

This year's accomplishments/successes include:

1. We completed this year with the expanded 100+ class sizes in the freshman and sophomore grades, and we are halfway to our 400+ student body capacity.
2. We tripled the size of our third freshman class by accepting 104 Class of 2017 students (and we maintained gender balance).
3. We incorporated a new DP teacher into the Engineering Academy: computer science teacher Lyle Harlow.
4. We launched the new UC-approved integrated curriculum called "The Art of Engineering" for the sophomore class.
5. We partnered with the STEM Transfer Program at SBCC to incorporate SBCC students in DPEA as mentors.
6. We expanded our student mentorship of Lego League teams at local elementary schools.
7. Team 1717 designed and constructed, in the ECEE, the #6 ranked robot in the world within the FIRST Robotics community.
8. Team 1717 won two regional FIRST Robotics competitions: Los Angeles and Las Vegas.
9. Team 1717 won the Rockwell Automation Innovation in Control Award, out of 400 teams, at the FIRST Robotics World Championships. This award is one of only five engineering awards given at the event.
10. Team 1717 won the General Motors Industrial Design Award at the Las Vegas FIRST Robotics

regional.

11. We increased the number of engineering and business mentors who volunteer with DPEA students.
12. We arranged for 22 DPEA students to obtain paid internships with our industry partners.
13. We instituted a partnership with UCSB's Mechanical Engineering program to allow Mechanical Engineering seniors to mentor FIRST Robotics at DPEA and receive credit for their ME senior project. We had two ME seniors mentor with us in this capacity this year, both of whom were DPEA alums.
14. We established a partnership with UCSB's Gevirtz Graduate School of Education via a Noyce Grant to support UCSB undergraduates to work as mentors in DPEA as they explore/consider teaching careers in STEM. We have interviewed applicants and selected candidates that will begin working in Fall, 2013.
15. We instituted a partnership with UCSB's College of Creative Studies Computer Science program to allow CCS students to mentor DPEA students in computer programming and receive course credit.

Future Development Goals:

Our future development goals include:

1. Expanding DPEA outreach efforts to our Spanish-speaking community, via tours and presentations given in Spanish by DPEA students and mentors.
2. Continuing to establish and support, with DPEA student mentors, FIRST Lego League teams at a variety of elementary schools throughout Santa Barbara and Goleta.
3. Creating weekend workshops and summer camps for elementary-age students to come to the Elings Center for Engineering Education and be introduced to STEM content and experience project-based education. These will be organized and run by DPEA teachers and students.
4. Continuing to develop a partnership with the UCSB Teacher Education Program to encourage STEM majors to pursue teaching credentials via a DPEA fellowship.
5. Continue to develop and improve the partnership with SBCC's STEM Transfer Program to have students work with DPEA as mentors and strengthen our outreach efforts throughout Santa Barbara and Goleta.
6. Continue to develop and improve partnership with UCSB's College of Creative Studies Computer Science program.
7. Develop and plan for the implementation of an additional senior capstone project for the senior class of 2015.

Exhibit: Santa Barbara Unified School District
Version: April 24, 2012 Santa Barbara, CA



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School/Program of Choice Annual Evaluation Report

School/Program of Choice International Baccalaureate
Diploma Program School Year: 2012-2013

Student Demographics:

There are 215 students enrolled in 14 IB classes. Some students take one IB course. Some students take as many as 6 IB courses. Not all students register and sit for IB exams. Sixteen students are enrolled in six IB classes. Seventeen students are enrolled in five IB classes. Nine students are taking four IB classes. Eleven students are taking three IB classes. Twenty-nine students are taking two IB classes and 158 students are taking at least one IB class. Demographics are:

Female: 138 White: 147 12th grade: 100
Male: 77 Hispanic: 38 11th grade: 115
Asian: 21
African American: 2
Other: 7

Students registered for exams:

Female: 52 White: 51 12th grade: 33
Male: 26 Hispanic: 11 11th grade: 45
Asian: 7
African American: 2 Free/Reduced Lunch Eligible: 5
Other: 7

67 registrations in 5 higher level subjects
103 registrations in 6 standard level subjects

Recruitment Practices:

Recruitment takes place in the eighth, ninth and tenth grades in various ways. Counselors contact public and private junior high schools every spring to inform students of scheduling options at the high schools. Teachers of World Languages, AP, AVID, and pre-IB classes (English 9 & 10) encourage and recruit potential students into the IB classes. In order to specifically target underrepresented Latino students we focus on Spanish 5/6, Spanish for Spanish Speakers, and AVID classes. Counselors suggest and motivate students as well. An Open House for eighth grade parents is conducted in January. An informational meeting for students during lunch is held in February and an informational parent meeting is held every February. Inquiries from around the world, country, state and city are received throughout the year via email and telephone. One on one counseling meetings are held with students and families on an as needed basis with either the IB Counselor and or the IB Coordinators.

Funding Sources:

Students pay for their own IB exam fees. Waivers for fees are awarded on an as needed basis for low income families requesting assistance. Site funds are used on an as needed basis.

Student Academic Data:

For nine consecutive years, Dos Pueblos High School has attained average scores higher than the world average in most academic areas. The scores for May 2012 are below:

	School Average:	World Average:
English HL:	4.67	4.69
French HL:	5.50	5.10
French SL:	5.00	4.83
Spanish SL:	5.17	4.81
Latin SL:	4.54	4.58
History HL:	4.56	4.09
Biology SL:	4.44	4.29
Math SL:	4.61	4.46
Visual Arts HL:	3.71	4.80

Extra-curricular Activities:

As a requirement for the International Baccalaureate Diploma, students are required to complete 150 hours of Creativity, Action and Service (CAS). All Diploma students engage in myriad activities to meet this requirement. Examples of past projects and contributions include participation in theater, dance, sports, music, non-profit organizations, volunteerism, fundraising, beach clean-ups, Beautify DP, ecology projects, Permaculture Club, Humanitarian Club and numerous others.

IB Diploma students are very ambitious young adults who participate in numerous endeavors beyond their academic obligations.

Community Partnerships:

The IB Diploma Program at Dos Pueblos High School currently does not participate in any community partnerships.

Accomplishments/Successes:

In addition to the above average exam scores, the IB Diploma Program at Dos Pueblos High School has grown from its first offering of six classes and approximately 180 students to fourteen classes with several hundred students. From our first graduating class of seven full IB Diploma candidates, we have graduated a total of 114 students with their IB Diploma.

Completing the IB Diploma has been instrumental in preparing students for university, gaining admittance to prestigious universities and allowing them success while at university and beyond. The reputation amongst the local community is stellar and the IB Diploma Program is one more highly rigorous academic plan that the Santa Barbara Unified School District offers.

Future Development Goals:

For the 2013-2014 school year, the Coordinator's position will be shared. This division of duties will bring new ideas and form to the existing program. While the current program is adequate in size, additional recruitment efforts to grow the program with a focus on underrepresented students remains a top priority. Our intention is to pursue community partnerships that will contribute to the program, assign a new CAS supervisor who will broaden the scope of activities and endeavors, and create a higher profile of the IB diploma program in the school and community.



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School/Program of Choice Annual Evaluation Report

School/Program of Choice San Marcos High School / AAPLE Academy School Year: 2012/2013

Student Demographics:

Total Number of Students: 132

Class of 2014	Class of 2015	Class of 2016	Class of 2017
Ethnicity 10% Asian 15% Latino 75% White Disability 09% with learning challenges Gender 42% Male 58% Female	Ethnicity 06% Asian 06% African American 24% Latino 63% White Disability 03% with learning challenges Gender 42% Male 58% Female	Ethnicity 15% Asian 03% African American 18% Latino 64% White Disability 03% with learning challenges Gender 36% Male 64% Female	Ethnicity 09% Asian 24% Latino 67% White Disability TBD Gender 40% Male 60% Female

Total Demographic 2014-2017

Ethnicity
 10% Asian
 5% African American
 20% Latino
 65% White
Disability
 5% with learning challenges
Gender
 40% Male
 60% Female
Socioeconomically Disadvantaged
 6%

Recruitment Practices:

- AAPLE parent informational nights
- AAPLE presentation at 8th grade open house
- Individual student and parent appointments with Director
- Diverse application review panel
- Application included an essay that gave applicants the option to discuss diversity
- Ongoing shadows in AAPLE Classes
- Bilingual school counselors and community liaison promoting AAPLE to high achieving Latino students and parents.
- Recruitment by current bilingual AAPLE parents
- Direct mailer to incoming high achieving diverse students within the SMHS attendance area in English and Spanish
- Press Releases: Front page article in the Newspress
- AAPLE Featured on KEYT News
- San Marcos Website
- AAPLE Website
- Outreach to elementary school principals and teachers
- Classroom Presentations at La Cumbre Core Knowledge Program
- Outreach at La Cumbre: Jo Ann Caines, Katie Pelle (Core Knowledge), Rosemary Cordero
- Outreach at La Colina: David Ortiz, Athena Simes, multiple teacher recommendations
- Meeting with identified high achieving Latino students to discuss AAPLE and the application process
- Recommendations from 10 La Cumbre teachers
- Recommendations from 24 different La Colina teachers
- Recommendations from 6 Santa Barbara JHS teachers
- Recommendations from 2 Goleta Valley JHS teachers

Funding Sources:

- Parent support
- Mosher Foundation
- Flir Corporation
- Venoco Corporation

Student Academic Data:

Number of AAPLE Students: **99**

Highest GPA: **5.0 (4.8 to 5.0- 11 students)**

Average GPA: **4.47**

Honors courses completed to date: **11**

Advance Placement completed classes to date: **5**

Future Advance Placement and high level dual enrollment courses: **16**

Academic Awards 2012-2013:

- AAPLE's Megan McQueen acknowledged by the SBUSD Board of Education for performance on the STAR test.
- AAPLE tutors assist Vieja Valley Elementary School to a first place finish in the county Math Super Bowl competition. This was VVES's best placing in 10 years.
- AAPLE's Olivia Sturman has won the Santa Barbara Art Association Award
- AAPLE's Kayla Simmons, Oliver Piltch, and Pauline Simes were chosen by the Rotary Club of Goleta to attend this year's RYLA Youth Leadership Training Camp.
- AAPLE Artists Emma Tracy, Olivia Sturman, and Michelle Blum had Artwork Displayed at the Faulkner Gallery.
- AAPLE students Zack Bordofsky, Alexis Flores, Clare Holehouse, Anastasia Kunz, Cole Kurth, Emerson Pizzinat, Alexandra Seyle, and Pauline Simes were all selected to attend the Global Leadership Connection Conference
- AAPLE's Renee Handley was awarded funding for a grant proposal to help raise awareness and understanding of the deaf community's struggle by bringing members of the Santa Barbara City College American Sign Language (ASL) Club to interact with San Marcos High School students and introduce them to ASL as a distinct language.
- San Marcos AAPLE Students make it Consecutive Wins at Martin Luther King, Jr. Writing Contest
 - **Poetry- Ages 13-18**
 - 1st Place: Grace Pizzinat; San Marcos High School- Defeating the Hatred

2nd Place: Sienna Berlinger; San Marcos High School- I Have a Dream

3rd Place: Taylor Swanson; San Marcos High School- Carry on Dreams, Carry On

○ **Essays- Ages 13-18**

▪ 1st Place: Sarah Douglas; SMHS- What is a Voice; What Good are Words?

2nd Place: Renee Handley; SMHS- Martin Luther King, Jr: Continuing His Dream

3rd Place: Fiona Chandrasekaran; SMHS- Islands

- AAPLE's Alexis Villa-Tavera Selected to the Ivy League Project- The program selects the most talented and promising 10th and 11th grade students and takes them to visit the top universities on the east coast.
- AAPLE's Megan Mcqueen, Michelle Blum, and Renee Handley received awards in the the Jack Phreaner Creative Writing contest.
- AAPLE scholars also represent some of the best athletes, musicians, actors, and artists on campus. Congratulations to all that have participated on behalf of San Marcos High School!

Extra-curricular Activities:

PROGRAMS TEAM

- 9th Grade Cohort Class Enrichment
 - Romeo and Juliet Actress
 - Braille Institute
 - Santa Cruz Island Habitat Restoration Project
 - Wastewater Treatment
 - County Transfer Station and Tajiguas Landfill
- 10th Grade Cohort Class Enrichment
 - Museum of Tolerance
 - Guest Lecture by Professor Sen from UCSB
 - Allosphere at UCSB
 - Westmont College, USC , and UCLA tours
 - The Getty Center
 - Pacific Asia Museum
 - The Reagan Ranch and Center
- 11th Grade Cohort Class Enrichment
 - Reagan Library/Discovery Center
 - Movies Nights: Last of the Mochicans, Glory, Lincoln, Into the Wild

- East Coast Trip: Boston, New York, Philadelphia
- Into The Wild/Youth Wilderness Project
- Community Service
 - What's Your Story- AAPLE Authors books for elementary School students
 - Habitat Restoration at Santa Cruz Island
 - AAPLE Tutors
 - AAPLE Kids Caring
 - AAPLE Cyber Tutorial Program

TEAMBUILDING TEAM

- Summer orientation teambuilding social
- El Capitan cabins
- Camp Whittier cabins and ropes course
- Winter holiday parties
- Big game tailgates
- Fall parent social
- Spring parent social
- New student orientation meeting
- Student Mentorship Program
- AAPLE information night
- Student cohort lunches

TECHNOLOGY TEAM

- Google administrative account established
- Public website developed
- Intraaapple.com website released
- Teacher staff development, trainings and conferences
- AAPLE slideshow

FUNDRAISING TEAM

- Met our fundraising goal of \$70,000.
- Mosher Foundation grant
- Flir Corporation donation
- Student Fundraiser Pizza Mizza
- Venoco Corporation donation

Community Partnerships:

- Mosher Foundation
- SummaEd Foundation
- Venoco Corporation
- Citrix
- Pizza Mizza

Accomplishments/Successes:

Academy Accomplishments

- All AAPLE 10th graders scholars sat for the PSAT and PLAN tests
- All AAPLE 11th grade students sat for the PSAT exam (4 students in the running for the National Merit Program)
- AAPLE Shadows: Over 60 students interested in AAPLE shadowed our ninth grade cohort
- AAPLE kicks off Big Game Tailgates
- The AAPLE Kids Caring Day saw the entire academy serve the Casa Esperanza, Challenger's Baseball, Graffiti Cleanup/Homeless Interaction, Habitat for Humanity on the same day.
- AAPLE Information Night: Over 200 parents and students attended the Academy informational night.
- AAPLE received a record number of applicants for the 2013-2014 school year
- With the fourth cohort classes admitted, the AAPLE Academy is now fully realized at 132 student
- AAPLE to depart on its first East Coast Curriculum Trip to Boston, New York, and Philadelphia 6/8/13.
- AAPLE launched the CyberTutorial program
- AAPLE invited to the Transition House ribbon cutting ceremony for its contributions to the newly completed infant care center.
- AAPLE partnered with the Wilderness Youth Project to go “into the wild”.
- AAPLE launched its Profession Lecture Series program
- AAPLE Academy provides supplies to John Wilson Intermediate School (JWIS) 211 in Brooklyn after being devastated by Hurricane Sandy.

Foundation Accomplishments

- AAPLE awarded \$40,000 by the Mosher Foundation for the CyberTutorial Program
- Organizational Development: Bylaw revision, Academy Chairs added to the Board.

Program/classroom Improvements

- | | |
|---------------------------|----------------------|
| • Electrical Improvements | • Furniture |
| • AAPLE TV | • Copy machine |
| • Whiteboards | • Overhead projector |
| • Flat screen television | • Document camera |
| • Printers | |

Future Development Goals:

- Continued recruitment of diverse high achieving students
- Fluid integration of AP American Government and AP English Literature
- Continued integration of leadership curriculum into cohort courses
- Finalizing the “What’s Your Story” project.
- Build out the CyberTutorial program
- Develop college planning website
- Continue teacher, student, parent training on use of Google Education Apps.

Exhibit: Santa Barbara Unified School District
Version: June 3, 2013 Santa Barbara, CA



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School/Program of Choice Annual Evaluation Report

School/Program of Choice San Marcos High School
Entrepreneurship Academy School Year: 2013-2014

Student Demographics:

The Entrepreneurship Academy will begin in the fall of the 2013-2014 school year with the first student cohort. The first class of 35 students will have the following demographics: White 43%, Hispanic 40%, Chinese 3%, Vietnamese 3%, Korean 3%, American Indian/Native Alaskan 3%, Other 6%, Socio-Economically Disadvantaged 14%.

Recruitment Practices:

Presentations were made in all Freshman Health classes during Semester 1 & 2. In addition, presentations were made in all AVID 9 classes. Information was available to students through the school bulletin, Royal Report television program (airs every Friday), school website and academic website. During the San Marcos elective fair day, the Entrepreneurship Academy Director was present at a booth with information and applications to answer students' questions. The Entrepreneurship Academy was featured in the San Marcos High School Spring Scheduling Video that is watched by all students before choosing their classes.

Funding Sources:

The Academy has received the following financial support from local community philanthropic organizations: Orfalea Foundation, \$25,000; Highland Santa Barbara Foundation, \$15,000; Towbes Foundation, \$5,000. In addition, \$9,000 in private donations have been received to support the Entrepreneurship Academy.

Student Academic Data:

The average GPA of students who will participate in the Entrepreneurship Academy for 2013-2014 is 3.84 (this is based on Terms 1 and 2 GPAs). There is not academic data from our Academy classes yet because students will begin these classes in fall, 2013.

Extra-curricular Activities:
At this time, extra-curricular activities have not been finalized for the 2013-2014. It is anticipated that Academy students in Marketing 101 will assist in the marketing aspect of Kids Helping Kids (Advanced Placement Economics Project). In addition, it is anticipated students will make a trip to visit a school of business at a University and/or visit the Scheinfeld Center at Santa Barbara City College.
Community Partnerships:
The Entrepreneurship Academy is partnering with Santa Barbara City College to offer dual enrollment classes in the Academy. In addition, the Scheinfeld Center's New Venture Challenge has agreed to be a capstone project for the Academy during students' Senior year. SCORE and members of the Santa Barbara Hispanic Chamber of Commerce have expressed interest serving as mentors for students in the Academy. In addition, a group has been formed to find additional business mentors for students. Many businesses and entrepreneurs have committed to making presentation in the Academy classes.
Accomplishments/Successes:
This year, the Academy has finalized courses with Santa Barbara City College, hired staff, developed curriculum and recruited students to the Academy. We are very proud of the diversity of our first class of the Entrepreneurship Academy and excited for beginning in the fall of 2013.
Future Development Goals:
Expand recruitment to the Junior High Schools; increase diversity in our Academy to match our school demographics; develop curriculum for Grade 11 classes: Entrepreneurship 201 and Marketing 164; integrate projects from Kids Helping Kids into Grade 10 and 11 Classes.



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School/Program of Choice Annual Evaluation Report

School/Program of Choice San Marcos High School
Health Careers Academy School Year: 2012-2013

Student Demographics:

103 total students for the current school year, grades 10-12.

- 52% are socio-economically disadvantaged
- 55% Hispanic
- 33% white
- 7% Asian
- 5% other

Recruitment Practices:

1. Brochure and information posted on the SMHS website
2. Presentations in all of the 9th grade Health Science classes at SMHS
3. Presentations at the junior high schools, via the SMHS counselors.
4. Open house in October 2012.
5. Presentations at the SMHS 8th grade parent night.

Funding Sources:

1. Santa Barbara City College funds the C.N.A. program and the Medical Terminology class.
2. The Regional Occupations Program funds 5 of our courses.
3. The Santa Barbara Unified School Districts funds 3-4 of our courses.
4. We had \$1,913.00 in our fundraising account at the beginning of the school year
5. I receive money on an annual basis through our Perkins grant, which varies a little each year. This year we had access to about \$12,000.00.

Student Academic Data:

1. Our students have had a 100% pass rate on their Certified Nursing Assistant state exam since the beginning of this program, 12 years ago.
2. The students must maintain at least a 2.50 grade point average and have good attendance to be selected and to continue as an active member of the Health Careers Academy.
3. We offer peer tutoring and our afterschool homework club if a students is having difficulty in a class.

Extra-curricular Activities:
<ol style="list-style-type: none"> 1. We have a recognized Career Technical Student Organization, Health Occupations Students of America and we meet on a regular basis. 2. Many of the HCA students participate in community health events, such as, Cottage Hospital's Heart Health Fair and their Baby Fitness Fair. 3. Additional HCA students participated in the Community Emergency Response Training (CERT) that was held at U.C.S.B. this year.
Community Partnerships:
<ol style="list-style-type: none"> 1. Cottage Health Systems provides internship and scholarship opportunities. 2. Santa Barbara City College provides courses, equipment, and medical books. 3. Partners in Education helps provide professional guest speakers. 4. U.C.L.A. Medical Center provides a field trip opportunity. 5. Dr. Frawley's office and Pueblo Radiology provide internship opportunities. 6. Santa Barbara Public Health Department provides professional guest speakers. 7. South Coast Emergency Medical Group provides professional guest speakers. 8. American Red Cross provides CPR and Standard First aid training. 9. Central Coast Nursing provides internship opportunities.
Accomplishments/Successes:
<ol style="list-style-type: none"> 1. As stated earlier, we have a 100% pass rate on our C.N.A. state examination. 2. As of this year, 360 students have graduated from the HCA since 2001, only 2 of our students were non-graduates. 3. 184 students have completed the Certified Nursing Assistant program. 4. We added a new class this school year, Kinesiology ROP. 5. We moved into our brand new wing this school year, which is amazing! 6. We are slowly building our Pre-Med pathway to compliment our excellent Nursing pathway.
Future Development Goals:
<ol style="list-style-type: none"> 1. We are trying to add Medical Biology for the 2013-2014 school year. 2. Continue to work on building our rigorous Pre-Med pathway. 3. We would like to double the size of the HCA. We have the student requests, but not enough course offering to accommodate all of the qualified students that are interested in our program. 4. Continue to do fundraising.



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School/Program of Choice Annual Evaluation Report

School/Program of Choice Santa Barbara High School/Green STEM Academy School Year: 2012-2013

Student Demographics:

Any student enrolled at the high school can enroll and take courses. Available courses are: Green Engineering, Green Chemistry, AP Environmental Science, Small Scale Food Production. Students taking these courses are representative of the SBHS population.

Recruitment Practices:

We advertise for the courses via word of mouth and through the video bulletin.

Funding Sources:

We have obtained grants and donations through various sources including Santa Barbara High School Education Foundation, UC Davis, UC Santa Barbara, Orfalea Foundation, PacTIN, IEEE

Student Academic Data:

N/A

Extra-curricular Activities:
We have the Robotics and Engineering Club, Green Club
Community Partnerships:
Local Engineers and other industry experts participate in the Engineering and Robotics Club.
Accomplishments/Successes:
Addition of Green Chemistry and Green Engineering in 2012-2013 school year. Over 350 students taking environmental courses.
Future Development Goals:
We plan to add two new courses: Projects in Sustainability and Green Physics for Fall of 2014. We also plan to formalize our Green STEM program of choice once all of the courses are in place. Working on Community Partnerships and funding sources. Student entries in the science fair in 2014.



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School/Program of Choice Annual Evaluation Report

School/Program of Choice MAD Academy School Year: 2013-2014

Student Demographics:

250 Students in grades 10-12

Class of 2016

Ethnic Diversity: 25%

Gender Diversity: 50% female

SED: 20%

Title 1: 14%

Class of 2015

Ethnic Diversity: 29%

Gender Diversity: 48% female

SED: 14%

Title 1: 33%

Class of 2014

Ethnic Diversity: 17%

Gender Diversity: 31% female

SED: 14%

Title 1: 3%

Overall Ethnic Diversity:

White: 70%

American Indian/Alaskan Native: 0.4%

African American: 0.8%

Hispanic: 14.8%

Asian: 2.4%

Decline to State: 0.4%

Recruitment Practices:

Brand building continues to be the most effective way to recruit a diverse student body because, with a diverse applicant pool, we are able to select a diverse student body. Targeted outreach to underrepresented groups has been most effective and student to student advertising by our diverse students has seen modest success. One of MAD's multi-year efforts targeting Santa Barbara Junior High students was not continued during the 2012-13 school year due to a lack of funding. This initiative had been successful and would be continued in 2013-14 if funding were provided. This partnership with AHA!, called MAD Bridges, identified, recruited and worked with 35 underrepresented students once a week to build a cohort that could support each other once admitted to MAD.

MAD was able to continue funding a weekly after school class at Santa Barbara High School called MAD Elements and taught by MAD's assistant director, AJ Henning but it was less effective without the 8th grade component. In addition to these multi-year diversity efforts MAD hired Isis Casteneda to recruit Latino students for the entering classes of 2012 and 2013 and support them throughout the admissions process. Isis was paid by the MAD Foundation to not only recruit students but also support them and their parents in integrating into the school system. Translation was provided at parent group meetings, direct communication was provided to enlist the support of Spanish speaking parents at school events, and home visits were undertaken when necessary to engage parents in the academic support process. Isis also worked on recruiting students who meet the newly implemented "at-risk" criteria as defined by the California Partnership Academies program. Additionally, Isis has been working with the administration at SBHS to resolve structural challenges that are complicating efforts to increase MAD's diversity. These challenges include the Freshmen Seminar course and the placement of AVID classes. Through a comprehensive and multi-year effort the student body of MAD will continue to increase in diversity leading to a more balanced and globally focused education.

Funding Sources:
The majority of operational funding for MAD comes from the California Academy Foundation (MAD Foundation). The SBUSD also provides significant funding through ADA for academic teachers, 0.4 FTE for a director and class sizes less than the school average. The California Partnership Academies program provides a year to year grant for motivational activities and local foundations have also helped to fund specific agendas as well as provide field trip scholarships for economically disadvantaged students.
Student Academic Data:
The 64 MAD graduates in the class of 2013 will attend esteemed colleges and art schools that include (among others) UC Berkeley, UC Santa Barbara, Chapman, Brown, Michigan, Parsons, Pepperdine, Cal Poly SLO, LMU, U of Oregon and SBCC. 22% of the graduates will attend a community college while 88% will attend a four year university or art college. None are planning to join the military and all are planning to pursue an advanced education. MAD offered academic instruction in three different levels during the school year; College Prep, Honors and AP with approximately the same number of students in each level. Although many students struggle academically early in the year as we push them to step up to the next academic level, graduation rates and matriculation data speaks for itself. In order to support students stepping up academically, progressive layers of intervention are applied during the year including counselor meetings, FTC's, open labs, Restorative Justice and academic probation.
Extra-curricular Activities:
Community Service Trip (all grades), Team Building Retreat (10 th grade), Channel Islands Research Trip (11 th grade), Ultimate Race (12 th grade), MAD Studio (all grades), Winter and Spring Showcases (art shows), monthly student lunches, Holiday Dinner, Guest Speakers from the media arts industry, trips to visit colleges and media art studios
Community Partnerships:
Santa Barbara Educational Foundation: A & B promotional campaign Noozhawk: Marketing internships within MAD Studio Santa Barbara City College Brooks Institute Lynda.com Adobe Boys and Girls Club Santa Barbara Junior High Marymount School of SB SB Middle School 200 local businesses providing internships for MAD students Hutton/Parker Foundation Mosher Foundation Highland/ SB Foundation WWW Foundation Ann Jackson Family Foundation No Kid Hungry, Santa Barbara Santa Barbara City, Creeks Division

Accomplishments/Successes:

The MAD Academy grew to 250 students in 2012-13 and increased its diversity in the process. MAD Studio, a student run business, successfully completed its first full year and provided media art projects for local businesses and non-profits. One highlight of MAD Studio was a TV commercial created for the Boy's and Girl's Club that was recognized by the national B&G Club board of directors for its professionalism. MAD Academy students built 7 homes in Arizona for impoverished Native American families and students in MAD won several local and regional media art contests. MAD's partnership's with SBCC and Brooks Institute continue to provide educational opportunities for students that would not otherwise be possible while providing financial savings to SBHS. Although MAD Bridges was not continued due to funding challenges we are hopeful that it will be started up again in the new year with renewed funding. MAD Bridges and MAD Elements successful provided support for ethnically and socio economically diverse students interested in media arts and directly improved the overall diversity of the applicant pool for the class of 2015. These programs, along with the hiring of Isis Casteneda to provide outreach and support for underrepresented applicants, helped to increase the diversity of next year's entering class. Ethnic diversity continued and there was an increase in SED and SpED students. MAD also completed the remodel of the Nopal Street building and moved in during the 2012-13 school year. The building has made a significant improvement in the effectiveness and efficiency of instruction while energizing the students and community. Finally, a student run after school enrichment program was launched at the West Side Boys and Girls Club. This outreach program not only provides leadership opportunities for our students but it also strengthens the SB community while developing a diverse pipeline of future students.

Future Development Goals:

MAD will continue to improve its programming in spite of budget constrictions. Expansion of the MAD Bridges program (by including other junior high schools) along with the MAD Elements program in the 9th grade will increase diversity of the applicant pool but will require a funding source. The Boy's and Girl's Club program, in partnership with Adobe and Lynda.com will help to expand the MAD brand as well as diversity. Similarly, MAD Studio will provide real world opportunities for students to apply what they are learning in the classroom while providing needed services for local businesses and non-profits. In the new school year we are planning to launch a public relations division of MAD Studio to compliment the design and business divisions. The PR division will increase real-world opportunities for our students and build upon our Common Core foundation. We are planning to launch MAD Workshops this summer which will partner businesses with MAD, extending opportunities for our students and the local community to improve their media art skills. MAD Summer Camps, another proposed summer 2013 launch, will provide enrichment activities centered on the media arts. And, MAD Cultural Immersion will provide students with opportunities to learn from and gain an appreciation for other cultures, strengthening language acquisition in the process. Partnering with Santa Barbara Sister Cities, MAD Cultural Immersion will further enhance our diversity initiatives.



Santa Barbara Unified School District

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School/Program of Choice Annual Evaluation Report

School/Program of Choice

Visual Arts & Design Academy,
Santa Barbara High School

School Year: 2012-13

Student Demographics:

Provided below is data on VADA program enrollment for school year 2013/14.

Ethnicity	10 th	11 th	12 th			
White (not Hispanic)	57.38%	45%	47.17%			
Black or African Am.	1.64%	1.67%	1.89%	10 th		12 th
Hispanic or Latino	36.07%	50%	41.51%	25%	Male	28%
Filipino		1.67%	1.89%	75%	Female	72%
Tahitian				48	Total Male:	
Asian Indian			1.89%	126	Total	
Korean			1.89%		Female:	
Japanese	1.64%			174	Total	
Chinese					Combined:	
Am. Indian or AI. Native	1.64%		3.77%			
Unknown/Decline to State	1.64%	1.67%	1.89%			

Diversity:

In recent years, we have made meaningful gains in the area of creating a more diverse – specifically ethnically diverse – population with our group. We have been able to maintain these gains, which demonstrates that our strategies seem to be working beyond normal incidental fluctuations in the applicant pool. We are in a continual state of evaluating what seems to work and why, with the goal of achieving an enrollment demographic that mirrors our school and community. As one of our main programmatic goals, our strategies and rationale are best outlined in the VADA Diversity Plan. (see attached)

VADA acknowledges a disappointing 14% difference from last year's Latino population in the incoming class. We are in the process of trying to understand reasons for this, given that the effective strategies from the prior year were in place. Still, we are averaging 18.6% sustained growth in this demographic over prior years Latino enrollment.

Other forms of diversity, beyond ethnicity, are also important to us. Partnership Academies, by Ed. Code, are to have a significant contingent of At-Risk students. It is interesting to note that ethnic diversity specifically is not part of the State requirement. VADA has always garnered full funding from the State, however, recruiting and retaining At-Risk students is an ongoing high priority. The additional forms of "at-risk" we see in our group are things emotional and psychological issues, social challenges, suicides in the family, sexual identity, absentee parents, divorce, learning disabilities, and more.

Recruitment Practices:

Elementary:

We maintained, but we not able to grow our presence in elementary schools in 12/13. An ongoing goal is be more present in elementary classrooms, although there are some distinct logistical challenges. VADA students continue to work with ICAN art teachers at Adelante (Ceasar Chevez) and Franklin School as they have been for many years. Although the purpose of the partnership is not specifically motivated by recruitment goals, we do see it as an important downstream relationship. As previously reported, we recently had our first wave of VADA applicants that had worked with VADA students in Elementary school. Seeing the full circle was very gratifying.

In the coming years, we see enhanced potential for partnership with ICAN, in cooperation with Jeffry Walker, Executive Director and Anna Pilhoefer, as our organizations have many shared goals and values. From a recruiting standpoint, the idea of a serious sequential creative/arts pathway from elementary school through high school is exciting, makes sense, and seems to be in line with the District Art's plan.

Junior High:

It has been our common practice to promote VADA in our main feeder Jr. Highs, mainly in art classes. Additionally, high school counselors present the program during their Spring enrollment outreach, which included a promotion video in 12/13 created by SBHS Video Production. We worked with, but would like to work more with the Jr. High counselor and other subject area teachers to make sure all students, especially those with art interest, know about this program. We used teleparent and paper brochures to promote.

With the departure of long time ally John Houchin, we will need to develop a new relationship with the replacement teacher to ensure there are no gaps during the transition, as we rely on the SBJH art teacher as a critical feeder program. The change does create an opportunity to enhance our working relationship and partnership, as well as vertical alignment. The goal of VADA students working in Jr. High classrooms to assist teachers as well as being a promotional presence, will be a point of conversation. SBJH Administration has expressed their understanding of the important (vertical teaming) relationship between their Art Department and VADA. More art classes at SBJH, as recommended in Ms. Pilhoefer's report to the District would have an obvious positive impact on VADA upstream, especially in meeting diversity goals.

High School:

Every SBHS 9th grader hears about VADA multiple times during their first year, mainly through all Freshman English class presentations. Most of the 2nd and 3rd quarter the entire student body is exposed to promotional messaging from the Academy via paper bulletin, video bulletin, teacher announcements, a Teleparent message, from their counselor, an all parent email, word of mouth campaigns, PTSA Newsletter, the VADA webpage, and other outlets. Obviously, it is our goal that every single individual knows enough about VADA to make an informed decision about joining. Recently, our most productive means of recruiting has been one-on-one targeted follow up meetings based on leads from teachers, counselors and past demonstration of interest in art. Needless to say, this method of outreach is hugely time consuming. We have also found that the segment of at-risk students that is the subject of our most extensive outreach, requires equally extensive and ongoing follow-up work.

Other high school recruiting efforts include a 9th grade Pre-VADA Freehand Drawing class, Application Workshops, Academy "Preview" tours, and promotion at 9th Grade Parent Night.

Funding Sources:

Starting over a decade ago the Visual Arts & Design Academy has annually qualified for “full funding” as a California Partnership Academy. For the first time in 5 years, the State has asked us to create a budget based on \$81,000, which had been the long time standard before cuts. Along with satisfying programmatic criteria outlined in Ed. Code, each academy must also secure the commitment of matched funding from their district, as well as from their local community – including business and industry partners. The value of \$81,000 may be made monetarily and/or in-kind. This is, in essence, a three-way matching grant.

Historically, the District has made it's match in-kind by offering FTEs to cover Administrative release periods for running the academy, as well as support to offset reduced class sizes – which were initially an academy requirement.

For Partnership Academies there is great concern about what would happen to successful programs like ours, in the event that “Local Control” passed State legislature. We would like to create a plan with the District to preserve the important investment that has been made in a vital program like VADA.

The third part of the three-way match is facilitated by the Friends of VADA* non-profit organization to pursue grant funding and offer tax benefits for contributors. Every year Friends of VADA has raised far more than the required match, frequently having a budget near or exceeding \$100,000. Currently, approximately half of this budget is funded through grant awards. Friends of VADA is also the mechanism through which individuals, mostly parents, may make voluntary donations. VADA's fundraising tone to families has always been sensitive to the wide range of financial means represented in the group. Despite the negative impact on our fundraising efforts, we have made fidelity to District Pay-to-Play guidelines a high priority.

Besides nominal costs of maintaining the 501c3, all donations fund program essentials. The budget mentioned here doesn't include an even greater dollar value of volunteer time, which can total into the hundreds of thousands of dollars. Partnership academies represent a forward-looking model of broad participation where many stakeholders play a role in supporting education.

* The Friends of VADA role is focused on fundraising and assisting in the execution of VADA events. It has little to no executive authority in the administration of the program itself.

Student Academic Data:

In 2012/13 VADA had two academic pathways (one section of Honors and one of College Prep. per grade level) which students select when applying. The following GPAs are the average of these two sections by grade level in bold, with cohort breakouts below each. It should be kept in mind Ed. Code requires each entering 10th grade Academy class to have a composition of at least 50% At-Risk students. “At-Risk” for the Ed. Code means demonstrating 3 of the following:

- Past record of irregular attendance. "Irregular attendance" means absence from school 20% or more of the school year.
- Past record of underachievement in which the pupil is at least one-third of a year behind the coursework

for the respective grade level, or as demonstrated by credits achieved.

- Past record of low motivation or a disinterest in the regular school program.
- Disadvantaged economically.
- Scoring below basic or far below basic in mathematics or English language arts.
- Maintaining a grade point average of 2.2 or below, or the equivalent of a C minus.

10th Grade Average GPA - 3.16 (weighted), 2.73 (non-weighted)

College Prep - 2.37 (weighted), 2.17 (non-weighted)

Honors - 3.95 (weighted), 3.28 (non-weighted)

11th Grade Average GPA - 3.52 (weighted), 3.02 (non-weighted)

College Prep - 2.98 (weighted), 2.76 (non-weighted)

Honors/AP - 4.05 (weighted), 3.27 (non-weighted)

12th Grade Average GPA - 3.79 (weighted), 3.25 (non-weighted)

College Prep - 3.25 (weighted), 2.84 (non-weighted)

Honors/AP - 4.33 (weighted), 3.66 (non-weighted)

In 2013/14 VADA will follow the school move to almost exclusive CP and AP sections. While this comes as welcomed news to many of our more academically initiating students, the full impact especially on our emerging Latino students, of removing the “middle ground” of Honors remains to be seen.

Extra-curricular Activities:

Many of the key aspects of VADA are designed into the sequence of the classes and the interaction between classes, however, there are an abundance of extra-curricular activities embedded into the program too. Some highlights:

Museum Visits

Effective artists and designers must be culturally literate and understand the intersection of history, art & craft, and the interplay between other disciplines. To support this, VADA students visit virtually every major art institution in the region. These include, but are not limited to SBMA, LACMA, MOCA, Norton Simon, the Huntington Library & Gardens, the Getty, the Hammer, Bergamot Station, and more. All field trips costs – including transportation and subs - are covered by the VADA State budget.

Intern/Mentorships

VADA students participate in and report on mentor and internships they do as part of their academy experience. This exposes students to life in the professional world, helps them build networks, learn to interact with others, try out a job of interest, and build a resume. VADA Staff assist with placement.

Creative Sector: Industry Visits

To be viable, artists must operate proficiently in the professional world. To help students understand how this environment operates, we visit art and design departments and interact with professionals. Partners we are developing relationships with for 2013/14 include Dekkers Outdoors as well as a product design module with a major retailer and new Los Angeles based enterprise.

Exhibitions, Scholarships & Competitions

Opportunities to both compete in contests, and exhibit work locally are both supported by the VADA program. Although art competitions are not the focus of VADA, our students have been successful at the local and national level in art competitions and scholarship awards. Students also have the chance to exhibit work in the community at First Thursday, the Annual Spring show, on campus, and more.

Artist-in-Residency Program

At least once per year VADA students, work with a notable professional artist on a specific portfolio project. While the majority of this experience is contained within the school day, sometimes the artist will host an afternoon workshop or museum visit.

Team Building

A central element of the VADA experience is the family dynamic. Exit interviews show that one of, if not the most appreciated aspect of the Academy is the family-like atmosphere. We cultivate this sense of belonging in many ways. While every VADA museum trip becomes part of the shared experience, we also do a ropes course that fosters inter-dependence in very tangible ways.

Community Partnerships:

VADA could never accomplish what it does without the supportive and strategic partnerships we have – hence the name “Partnership Academies”. Besides the obvious fact that we are participants in the local community at-large, there are at least two other branches that represent our community partnerships: the Arts Community and Business & Industry.

Arts & Education Community Partners: Santa Barbara Museum of Art, Contemporary Arts Forum, the Santa Barbara Arts Fund, the County Arts Commission, Santa Barbara City College, UCSB College of Creative Studies, SBMA Ridely-Tree Education Center, Adelante & Franklin School, SB Natural History Museum, ICAN-Incredible Children’s Art Network

Business & Industry Partners: SB Mental Wellness Center, Patagonia, Art From Scrap, lynda.com, the Granada Theater, various local architects and artists, and an network of freelance and small businesses and local designers of varying specialties. We are always looking for new contacts and connections and appreciate any ideas, leads or introductions.

Accomplishments/Successes:

Intern/Mentorship & Career Preparation: Intrinsic student interest, academic learning, and career preparation exist side-by-side to compliment one another resulting in graduates that have a distinct competitive advantage when compared to their peers.

VADA Program Facilities: On a shoestring budget, VADA has been able to regroup several teachers to within collaborative proximity along the Canon Perdido edge of campus. This included our computer design lab and a history class. Staff help on area grounds keeping and a massive, artist-in-residence led school-beautifying mural project have helped to redefine an otherwise unattractive corner of campus. A new set of window shades is another modest but welcomed upgrade.

Community: We continue to believe that the best learning will happen in the context of an accepting environment. The welcoming and supportive learning communities we have consistently fostered are both a significant accomplishment and a success.

Awards & Acknowledgements: High graduation rates, high college admission and attendance rates and prestigious college acceptances, scholarship award rates, noteworthy placements in local and sometimes national competitions, are all benchmarks of our success as a program.

Demographic Representation:

Although our Latino representation in the incoming class diminished slightly in our last application cycle, we continue to see notable 18% + increase from our prior trend. We have always had active strategies for enlisting a diverse range of students into the program, but in the last three years we have made distinct gains in this area. Prior to the last three years, our classes averaged about 20% to 25% Latino representation. Our VADA class of 2014 shows 42% and class of 2015, 50%. Our newest class – class of 2016 has a 36% Latino representation. VADA is continually endeavoring to bring demographic balance, to all grades, and this effort carries on into the year as we admit new students for open spaces.

Summary

In short, VADA's thirteen year existence is an accomplishment that everyone, including school site and district, should be very proud of. In a time promising growth in the creative sector and yet shrinking support for art and artists, together we have created a truly unique, sustainable, meaningful and innovative way to capture student imagination. Integrated curriculum for greater relevance, differentiated offerings to support the natural interests and gifts of students, validating student creative ability in its many manifestations, and improving attention and retention in school are all outcomes. This is a major success that many schools wish they could boast of, but cannot say they effectively accomplish.

Future Development Goals:

VADA Common Area: We wish to continue to develop the area of campus that our classes have been clustered in. Continued support of this plan at the site and District level would be appreciated. It is important to note that although many VADA classes would be clustered here, it would not be an "exclusive" area. All SBHS students who use this part of campus would benefit from proposed improvements. At a larger level, VADA is interested in cooperating with the District when considering use of bonds and building funds, to explore much needed Art facility updates. Contracted Facility Modernization reports should corroborate the need for this in light of current conditions.

Teacher Professional Development: The work expected of teachers to participate as an Academy teacher is significant. While teachers should choose to participate based on passion for the program, it

is not realistic to expect them to do it all solely "for the love of the kids." We would like to be able to provide specific professional development opportunities that help teachers: develop collaborative project and curriculum, better integrate art and design, generate better group and project based learning scenarios, augment their knowledge of art and art history for improved course content, integrate creativity and more hands on elements into their classes, etc. Significant new portions of our State grant will go towards this goal in 13/14. Additional site and District assistance and cooperation are appreciated.

Continued and Sustained Improvements in Diversity: We want to continue to see positive results in our demographic balance and be able to sustain those results. Specifically for 13/14: more and regular bilingual video bulletin announcements, and more targeted 8th grade recruiting into the freshman year Pre-VADA class, to ensure demographic balance in this important pipeline.

More Business and Industry Connection: We are very interested in deepening our interaction with business and industry. We have learned that it takes a special fit and a surprising amount of communication and energy to maintain these relationships, however, we are actively seeking partners that are the right fit. Please forward on any ideas!

Expand to 9th Grade?: We find ourselves often compressed into the three year program window, and if we could count on all participants having a solid and common foundation in their 9th grade year, we would be able to accomplish more advanced work in upper grade levels. Currently, the State grant monies cannot be used to fund 9th grade classes, so there are notable but not insurmountable funding hurdles for this. Another hurdle is the impact of 9th grade electives.

Generally speaking, our goal is to be continually refining and improving the quality and content of the program and the student experience, rather than program growth.