

Sylmar STEM Academy at VR Span #1 K-8

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FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT INFORMATION				
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):</i> SYLMAR STEM ACADEMY (DREAMS)				
Address: 19301 STAKE ST. NORTHRIDGE CA 91324	Phone Number: 818 919 4229			
Website (if applicable):	Email Address: rramos3@lausd.net			
School site for which your team is submitting a Letter of Intent:	VR SPAN # 1 Sylmar			
Grade configuration of your school:	K-8			
School model for which you are applying:	<input type="checkbox"/> Traditional <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter			
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1. NO 2. N/A 3. N/A			
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. August 14, 2012 - June 4, 2013 2. DEC. 17, 2012 - JAN. 6 2013 3. MARCH 5, 2013 - MARCH 29, 2013			
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Richard S. Ramos		818 919 4229	rramos3@lausd.net	LAUSD
2. Henry A. Cuaz		661 714 2112	hac4979@lausd.net	LAUSD
3. Wendy Schroeder		818 648 7196	WLS5126@lausd.net	Nobel MS
4. IVAN CHENG		818 677-6791	i.cheng@csun.edu	CSUN
Irene A Ramos		818 919 4228	irene.ramos@lausd.net	LAUSD



PSC 3.0
Commitments and Expectations Form

Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by 6:00 pm on Thursday, March 31, 2011. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.


We agree to:

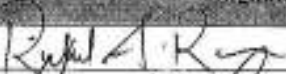
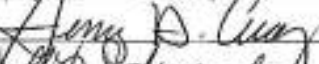
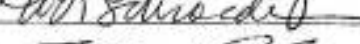
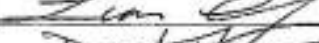

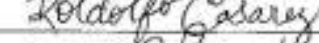

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

Sylmar STEM Academy at VR Span #1 K-8

PSC 3.0
Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Sylmar STEM Academy (DREAMS)
Name of Team Representative	Richard S. Ramos
Signature of Team Representative	

Design Team Member Name	Signature
Richard S. Ramos	
Henry Cuaz	
Wendy Schroeder	
Ivan Cheng	
David Kitzman	
Rodolfo Casarez	
Irene A. Ramos	

Sylmar STEM Academy at VR Span #1 K-8

Public School Choice 3.0

Performance Plan

Valley Region K-8 Span School #1

Sylmar STEM Academy (ELEMENTARY DATA)

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
CST ELA								
1	% of all students scoring FBB/BB				See ELA Instructional Program	Formative and Summative Assessments (CST, CELDT)		
	<i>English Learners</i>	42%	35%	67%	ibid	ibid	74%	81%
	<i>Special Education</i>	69%	55%	67%	ibid	ibid	74%	81%
	<i>African American</i>	41%	26%	67%	ibid	ibid	74%	81%
	<i>Latino</i>	25%	19%	67%	ibid	ibid	74%	81%
	<i>White</i>	16%	13%	67%	ibid	ibid	74%	81%
	<i>Asian</i>	0%	0%	67%	ibid	ibid	74%	81%
	<i>Economically Disadvantaged</i>	25%	19%	67%	ibid	ibid	74%	81%
2	% of all students scoring Prof or Adv							
	<i>English Learners</i>	20%	25%	67%	See ELA Instructional Program	Formative and Summative Assessments (CST, CELDT)	74%	81%
	<i>Special Education</i>	7%	20%	67%	ibid	ibid	74%	81%
	<i>African American</i>	23%	37%	67%	ibid	ibid	74%	81%
	<i>Latino</i>	42%	50%	67%	ibid	ibid	74%	81%
	<i>White</i>	48%	80%	67%	ibid	ibid	74%	81%
	<i>Asian</i>	0%	0%	67%	ibid	ibid	74%	81%
	<i>Economically Disadv.</i>	41%	48%	67%	ibid	ibid	74%	81%
CST MATH								
3	% of all students scoring FBB/BB							
	<i>English Learners</i>	35%	22%	75%	See Math Instructional Program	Formative and Summative Assessments (CST)	82%	87%
	<i>Special Education</i>	65%	42%	75%	ibid	ibid	82%	87%
	<i>African American</i>	43%	23%	75%	ibid	ibid	82%	87%
	<i>Latino</i>	25%	15%	75%	ibid	ibid	82%	87%
	<i>White</i>	24%	0%	75%	ibid	ibid	82%	87%
	<i>Asian</i>	0%	0%	75%	ibid	ibid	82%	87%
	<i>Economically Disadv.</i>	25%	15%	75%	ibid	ibid	82%	87%
4	% of all students scoring Prof or Adv							
	<i>English Learners</i>	44%	39%	75%	See Math Instructional Program	Formative and Summative Assessments (CST)	82%	87%
	<i>Special Education</i>	15%	36%	75%	ibid	ibid	82%	87%
	<i>African American</i>	23%	56%	75%	ibid	ibid	82%	87%
	<i>Latino</i>	51%	63%	75%	ibid	ibid	82%	87%
	<i>White</i>	48%	0%	75%	ibid	ibid	82%	87%
	<i>Asian</i>	0%	0%	0%	ibid	ibid	82%	87%
	<i>Economically Disadv.</i>	50%	63%	75%	ibid	ibid	82%	87%

Sylmar STEM Academy at VR Span #1 K-8

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	18%	18%	21%	See Instructional Section for ELLs	Reclassification Rate at End of Year	24%	27%
8	% EL Students Scoring Proficient on CELDT	60%	60%	65%	See Instructional Section for ELLs	AMAOs	70%	75%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	CAHSEE Pass Rate (10 th grade)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	% Students In A-G Courses Receiving Grade of C or Higher	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	% Graduates Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RETENTION RATE (high schools only)								
	# First Time 9th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Retained 9 th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	96%	96%	97%	Positive School Culture Attendance Plan	Attendance Figures	97%	97%
14	Attendance Rate for All Staff	96%	97%	97%	Positive School Culture	Attendance Figures	97%	97%
15	Number of Suspensions	1%	1%	1%	Positive Behavioral Support and Culture Climate	Suspension Figures	1%	1%
16	School Experience Survey: % Parents Participating	34%	27%	34%	Collaboration Via Parent Student Teacher Triangle Embedded in School Culture	School Experience Survey Results	40%	45%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	63%	68%	73%	Positive School Culture and Climate	School Experience Survey Results	78%	83%
18	College-Bound Culture (Needs Assessment)				Through Mission and Vision of Sylmar STEM Academy	Results from Survey of College Bound Culture		
19	Integration of STEM Model				Through Mission and Vision of Sylmar STEM Academy	As Evidenced Through Community Presentation of Student Projects		
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Sylmar STEM Academy at VR Span #1 K-8

Design Team Name

Date



Not Applicable

Applicant Team Representative Signature

Local District Superintendent Signature

Valley Region K-8 Span School #1

Sylmar STEM Academy (Middle School DATA)

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
CST ELA								
1	% of all students scoring FBB/BB							
	<i>English Learners</i>	78%	67%	50%	See ELA Instructional Program	Formative and Summative Assessments (CST, CELDT)	54%	59%
	<i>Special Education</i>	83%	62%	50%	ibid	ibid	54%	59%
	<i>African American</i>	34%	17%	50%	ibid	ibid	54%	59%
	<i>Latino</i>	35%	29%	50%	ibid	ibid	54%	59%
	<i>White</i>	37%	46%	50%	ibid	ibid	54%	59%
	<i>Asian</i>	0%	33%	50%	ibid	ibid	54%	59%
2	% of all students scoring Prof or Adv							
	<i>English Learners</i>	2%	5%	50%	See ELA Instructional Program	Formative and Summative Assessments (CST, CELDT)	54%	59%
	<i>Special Education</i>	3%	7%	50%	ibid	ibid	54%	59%
	<i>African American</i>	32%	24%	50%	ibid	ibid	54%	59%
	<i>Latino</i>	29%	34%	50%	ibid	ibid	54%	59%
	<i>White</i>	17%	27%	50%	ibid	ibid	54%	59%
	<i>Asian</i>	0%	0%	50%	ibid	ibid	54%	59%
3	% of all students scoring FBB/BB				See Math Instructional Program	Formative and Summative Assessments (CST)		
	<i>English Learners</i>	83%	77%	41%	ibid	ibid	47%	53%
	<i>Special Education</i>	79%	78%	41%	ibid	ibid	47%	53%
	<i>African American</i>	61%	41%	41%	ibid	ibid	47%	53%
	<i>Latino</i>	46%	45%	41%	ibid	ibid	47%	53%
	<i>White</i>	54%	59%	41%	ibid	ibid	47%	53%
	<i>Asian</i>	0%	67%	41%	ibid	ibid	47%	53%
4	% of all students scoring Prof or Adv				See Math Instructional	Formative and Summative		
	<i>Economically Disadv.</i>	46%	45%	41%	ibid	ibid	47%	53%

Sylmar STEM Academy at VR Span #1 K-8

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					Program	Assessments (CST)		
	<i>English Learners</i>	4%	5%	41%	ibid	ibid	47%	53%
	<i>Special Education</i>	6%	5%	41%	ibid	ibid	47%	53%
	<i>African American</i>	18%	29%	41%	ibid	ibid	47%	53%
	<i>Latino</i>	28%	27%	41%	ibid	ibid	47%	53%
	<i>White</i>	17%	22%	41%	ibid	ibid	47%	53%
	<i>Asian</i>	0%	0%	41%	ibid	ibid	47%	53%
	<i>Economically Disadv.</i>	28%	27%	41%	ibid	ibid	47%	53%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	18%	20%	23%	See Instructional Section for ELLs	Reclassification Rate at End of Year	26%	29%
8	% EL Students Scoring Proficient on CELDT	51%	50%	55%	See Instructional Section for ELLs	AMAOs	60%	65%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	CAHSEE Pass Rate (10 th grade)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	% Students In A-G Courses Receiving Grade of C or Higher	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	% Graduates Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RETENTION RATE (high schools only)								
	# First Time 9th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Retained 9 th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	96%	96%	97%	Positive School Culture Attendance Plan	Attendance Figures	97%	97%
14	Attendance Rate for All Staff	93%	93%	94%	Positive School Culture	Attendance Figures	95%	96%
15	Number of Suspensions	6%	6%	5%	Positive Behavioral Support and Culture Climate	Suspension Figures	4%	3%
16	School Experience Survey: % Parents Participating	23%	35%	40%	Collaboration Via Parent Student Teacher Triangle Embedded in School Culture	School Experience Survey Results	50%	60%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	43%	38%	40%	Positive School Culture and Climate	School Experience Survey Results	50%	55%
18	College-Bound Culture (Needs Assessment)				Through Mission and Vision of Sylmar STEM Academy	Results from Survey of College Bound Culture		
19	Integration of STEM Model				Through Mission and Vision of	As Evidenced through		

Sylmar STEM Academy at VR Span #1 K-8

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					Sylmar STEM Academy	Community Presentation of Student Projects		
20								

November 10, 2011

____ Sylmar STEM Academy _____
Design Team Name

Date



Applicant Team Representative Signature

Local District Superintendent Signature

Sylmar STEM Academy at VR Span #1 K-8
PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
FOR: VALLEY REGION SPAN K-8 #1
PROPOSED BY: SYLMAR STEM ACADEMY (DREAMS)
FOR: SYLMAR STEM ACADEMY

Mission & Vision of the School

- *In 3-5 sentences, describe the school's vision for its students.*

The Mission/Vision of the Sylmar Academy of Science, Technology, Engineering and Math (STEM) is dedicated to providing a personalized and student-focused learning environment. Students will be furnished a rich learning experience that will foster academic achievement, acquisition of knowledge, and 21st century skills that will prepare students for future educational and career challenges and opportunities. Students and staff will participate in a learning community, one that is centered on a shared commitment to academic excellence, a college-bound culture and a work-ready citizenship. The Academy will also focus-upon the need to increase the number of underrepresented students (minorities, women and economically disadvantaged) who seek higher education and training in Science, Technology, Engineering and Math.

- *In a brief paragraph, explain what students will know and be able to do upon matriculation from your school. Address what students need to learn to be at grade level and proficient to remain on track for graduation.*

Upon graduation students will possess 21st century skills essential to succeed in a global market society. Students will be able to: think critically to problem solve; collaborate in team settings; communicate utilizing a variety of mediums; and create strategic and innovative action plans. Moreover, students will have the skills to process new information at the highest level of Bloom's Taxonomy by: remembering and understanding knowledge (acquisition); acquiring knowledge and applying it to new situations (application); routinely solving new problems (assimilation); creating solutions and taking action (adaptation). These skills will enable students to master a standard based curriculum and be proficient in core subjects to ensure that they remain on track for graduation and college bound.

Designing Data Driven & Student Centered Instructional Programs

- *Using bullet points, note some of the key findings about students' needs at your school.*
- 95% Latino population
- 90% Free and reduced lunch
- Large English Language Learner population
- Low reclassification rate
- 50% Proficient / Advanced in elementary ELA – 34% Proficient / Advanced in middle school ELA
- 64% Proficient / Advanced in elementary math – 27% Proficient / Advanced in middle school math
- 25% Proficient / Advanced in elementary ELA for ELLs – 5% Proficient / Advanced in middle school ELA for ELLs
- 20% Proficient / Advanced in elementary ELA for SWD – 7% Proficient / Advanced in middle school ELA for SWD
- 47% Proficient / Advanced in elementary math for ELLs – 5% Proficient / Advanced in middle school math for ELLs
- Low attendance for students
- Low parent engagement
- Low identification of GATE students
- Large number of suspensions at the middle school
- *Using bullet points, list how you will design student services and interventions to prepare all students to graduate college-prepared and career-ready. Connect the services and interventions you propose to evidence and research regarding best practices.*
- Teachers that want to make a difference in our community

Sylmar STEM Academy at VR Span #1 K-8

- Professional development for teachers
- Data based decisions for learning
- Budget autonomy
- Educational Talent Search ETS
- Youth Speak Collective
- University Partnerships
- Community Partnerships
- RTI2 (Tier 1, Tier2 and Tier3) Instruction
- CST and CELDT Test Prep Academies
- Advisory for personalization and relationship building
- Before and after school intervention classes
- Social Emotional Counseling
- Mentors
- Tutors
- Learning Lab

Instructional Program

- *Briefly describe in bullet point format how your proposal will serve the following student sub-groups (be sure to include the header for each sub-group below in your response):*

Students with disabilities will benefit from

- ***Careful planning between teachers and specialists to meet instructional needs***
- ***Increased focus on student collaboration in Problem Based Learning***
- ***Full inclusion in all classroom academics and extra-curricular activities***
- ***Trained personnel, supplemental services and aids, adapted curriculum***
- ***Increased social confidence and motivation through participating in project-based learning***
- ***Linked Learning: learning beyond the classroom***

Students that are socio-economically disadvantaged will benefit from

- ***An increased focus on personalization and advocacy***
- ***Greater sense of belonging attributed to the focused personalization and modeling from older students and adults***
- ***Use of culturally relevant and responsive methodologies to improve academic English and literacy skills***
- ***Family, teachers, community members working in concert toward an enhanced well-being of students***
- ***Mental and physical wellness in a safe learning environment***

Gifted students will benefit from

- ***An increased focus on intensive inquiry***
- ***Interdisciplinary, thematic, and differentiated instruction***
- ***Problem-based instruction***
- ***Challenges that will require meaningful resolutions***
- ***Alternative learning environments leading to advanced ideological and creative levels***

English Language Learners will benefit from

- ***Rigorous, standards-based core content instruction***
- ***Project-Based instruction***
- ***Authentic assessments aimed at closing the achievement gap***
- ***Use of culturally relevant methodologies to improve academic English and literacy skills***
- ***Cooperative grouping***

Sylmar STEM Academy at VR Span #1 K-8

- *Focus on writing*

Standard English Learners will benefit from

- *Increased focus on using background knowledge to build academic proficiency*
- *Collaborative activities that scaffold instruction*
- *Diverse cooperative groupings and language-rich activities*
- *Project-based learning to increase oral and written language proficiency*
- *Increased focus student collaboration in Problem Based Learning*
- *Rigorous, standards-based core content instruction*

School Culture

- *In 3-5 sentences, describe the school culture that you envision for your school.*

The Sylmar STEM Academy embraces a diverse culture, in which students' backgrounds are honored and integrated into a multiethnic experience for all students, teachers, parents, staff, and community members. The Sylmar STEM Academy emphasizes high behavioral and academic expectations for teachers, students and community members. The culture is one of collaboration, accountability and mutual respect among all stakeholders; providing a safe and nurturing environment; and extensive involvement with our local community. The Sylmar STEM Academy is committed to becoming a center of culture and education that provides an anchor for the community.

- *In a brief paragraph, describe the typical day in the life of a student at your school.*

The minute students walk onto campus they will be greeted by teachers, staff and administrators that know them by first name. Students will enter classrooms that are clean, organized, colorful, print-rich, with bulletins and centers that showcase student samples of writing, projects, technology, art and authentic assessments. Students will be instructionally engaged by highly motivated teachers that utilize modeling, visuals, graphic organizers, collaborative groupings, project-based learning, music and other proven strategies that tap into audio, visual and kinesthetic learning modalities. This instruction will focus on all elements of Science, Technology, Engineering and Math. From an early age students will believe that they are college bound and career focused. Students will transition through classroom and hallways named after elite universities such as Stanford, Harvard, UCLA, USC, etc. Students will feel respected and valued for their individual differences and of the unique contributions they bring to their school. Upon dismissal, students will have clear expectations of homework and other assignments. Afterschool, students will feel supported by intervention programs, homework clubs and other extra curricular activities that instill empowerment, positive self-esteem and a love for learning. Their day continues with their parents and families attending workshops, events and receiving follow-up phone calls that support them and their families at home. They sleep at night knowing that their school has truly done everything possible to promote and fulfill their educational aspirations. And so they dream big!

- *Using bullet points, list some of the extracurricular activities that will be provided at the school.*

- Dance
- Film and video
- Debate club
- Mural club
- Drill team
- Folklorico
- YOGA
- Soccer
- Basketball
- Volleyball

Sylmar STEM Academy at VR Span #1 K-8

- Golf

Parent Engagement & Involvement

- *In a brief paragraph or using bullet points, discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.*
- *In your response, include how you will create a welcoming, respectful environment for parents, families, guardians.*

All parents want to see their children thrive but are often uncertain how to provide the necessary guidance. The Sylmar STEM Academy will empower and build capacity for parents allowing them to become involved in the educational process of their children through the following means of engagement and outreach avenues.

- Follow parent skill-building training programs (communication, literacy, technology, math, science)
- Develop Action Team Partnerships (ATP)
- Build and staff the Family Community Center's programs
- Parent Liaisons coordinating parent-student (family math nights, Day with Dad) and community based activities
- Staffing the computer lab
- Classroom volunteers and leadership roles
- Collaborating with service learning projects
- Collaborating with families at school and at home
- Collaborating with community at school and beyond school
- Acting as literacy models and library-student partners

Staffing

- *In a brief paragraph, describe what characteristics the school will look for when recruiting teachers and select staff in order to ensure that staff acknowledge and support the academic, social, and cultural needs of the students.*

Highly-qualified teachers and staff at Sylmar STEM Academy will share the understanding that reform is the pathway to success in our community of Sylmar. Applicants will accept the Project-based learning model in the context of the goals in our STEM school. They will be imaginative, collaborative, reflective and willing to demonstrate leadership qualities to ensure the success of every student. The Academy will seek staff members who demonstrate a willingness to build and maintain relationships with each of their students and peers, the family members and community shareholders. These relationships will be collaborative, supportive, professional, and academically and culturally relevant.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Richard S. Ramos, Henry Cuaz, Dr. Ivan Cheng

Applicant Team Contact Phone Number: 818.919.4229

Applicant Team Contact Email: ramosr@lamission.edu or rramos3@lausd.net

Sylmar STEM Academy at VR Span #1 K-8
PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
PARA: VALLEY REGION SPAN K-8 #1
PROPUESTO POR: SYLMAR STEM ACADEMY (DREAMS)
PARA: SYLMAR STEM ACADEMY

Misión y Visión de la Escuela

La Misión / Visión de la Academia Sylmar de Ciencia, Tecnología, Ingeniería y Matemáticas (STEM) se dedica a proporcionar un ambiente personalizado con estudiantes centrados en el aprendizaje. Los estudiantes tendrán una experiencia de aprendizaje rica que aumenta el logro académico, la adquisición de conocimientos y habilidades del siglo 21 que preparará a los estudiantes para ingresar a la universidad y para carreras y oportunidades. Los estudiantes y la comunidad escolar van a participar en una comunidad de aprendizaje, que se centra en el compromiso de la excelencia académica. La Academia también se centrará en la necesidad de aumentar el número de estudiantes sub representados (minorías, mujeres y económicamente desfavorecidos) que buscan la educación superior en ciencia, tecnología, ingeniería y matemáticas.

Al graduarse, los estudiantes poseen habilidades del siglo 21, esencial para tener éxito en una sociedad de mercado global. Los estudiantes serán capaces de: pensamiento crítico para resolver problemas, colaborar en un equipo, comunicar en variedad de medios, y crear planes de acción estratégicos e innovadores. Por otra parte, los alumnos tendrán los conocimientos necesarios para procesar la nueva información al más alto nivel de la taxonomía de Bloom por: recordar y entender el conocimiento (adquisición), la adquisición de conocimientos y aplicarlo a nuevas situaciones (la aplicación); rutinariamente hacer soluciones para nuevos problemas (asimilación), la creación de soluciones (adaptación). Estas habilidades permitirán a los estudiantes a dominar un currículo basado en estándares y ser competentes en las materias básicas para garantizar que se mantengan en el camino para la graduación y universidad.

Designing Data Driven & Student Centered Instructional Programs

Utilización de puntos de la bala, tenga en cuenta algunas de las principales conclusiones sobre las necesidades de los estudiantes en su escuela.

- 95% población latina
- 90% de almuerzo gratis o reducido
- Idioma de gran población de Aprendices de Inglés
- La tasa de reclasificación muy baja
- El 50% Competente / Avanzado en la escuela primaria in en examen de Inglés (CST) y solo 34% Competente /Avanzado en la escuela secundaria en examen de Inglés (CST)
- El 64% Competente / Avanzado en matemáticas de primaria en examen de (CST) - y solo 27% Competente /Avanzado en matemáticas de la escuela secundaria en examen de (CST)
- El 25% Competente / Avanzado en la escuela primaria para los estudiantes de Aprendices de Inglés en examen de Inglés (CST) y solo 5% Competente / Avanzado en la escuela secundaria en examen de Inglés (CST)
- El 20% Competente / Avanzado en la escuela primaria en examen de Inglés (CST) para estudiantes en educación especial y solo 7% Competente / Avanzado en la escuela secundaria en examen de Inglés (CST) para estudiantes en educación especial
- El 47% Competente / Avanzado en matemáticas la escuela primaria para los estudiantes de Aprendices de Inglés en examen de CST y solo 5% Competente / Avanzado en matemáticas de secundaria para los estudiantes de Aprendices de Inglés en examen de CST
- Baja participación de los padres
- Identificación bajo de los estudiantes GATE
- Gran número de suspensiones en la escuela secundaria

Utilización de puntos de la bala, la lista de cómo el diseño de servicios y las intervenciones van a preparar a todos los estudiantes para graduación de la universidad y listos para carreras.

- Alta calidad de instrucción
- Educación en busca de Talento (ETS) de la universidad de CSUN

Sylmar STEM Academy at VR Span #1 K-8

- Maestros que quieren hacer una diferencia en nuestra comunidad
- El desarrollo profesional de los maestros
- Decisiones basadas en datos para mejorar el rendimiento académico
- Autonomía en el presupuesto
- Youth Speak Collective para servicios después de escuela
- Alianzas Universitarias
- Asociaciones con la Comunidad
- RTI2 (Nivel 1, Tier2 y Tier3) Instrucción
- CST y CELDT Academias
- La personalización y la construcción de relaciones entre padres, estudiantes y maestros
- Antes y después de clase para dar intervención
- Apoyo social y emocional
- Mentores
- Tutores
- Laboratorio de Aprendizaje

Instructional Program

Describa brevemente cómo su propuesta atenderá a los estudiantes las siguientes sub-grupos.

Los estudiantes en educación especial se beneficiarán de

- Una cuidadosa planificación entre profesores y especialistas para satisfacer las necesidades de instrucción
- Mayor atención a la colaboración entre estudiantes de Aprendizaje Basado en Problemas
- La plena inclusión de todos los académicos en el aula y actividades extra-curriculares
- El personal capacitado, servicios suplementarios y ayudas, plan de estudios adaptado
- Aumento la confianza social y la motivación a través de la participación en el aprendizaje basado en proyectos
- Aprendizaje basado en problemas: el aprendizaje fuera del aula

Los estudiantes que son socio-económicamente desfavorecidos se beneficiarán de

- Mayor énfasis en la personalización y la promoción
- Sentido de pertenecer atribuida a la personalización se centró
- Uso de metodologías para mejorar Inglés académico
- La familia, maestros, miembros de la comunidad trabajando en conjunto
- bienestar mental y físico en un ambiente de aprendizaje seguro

Los alumnos superdotados se beneficiarán de

- Una mayor atención a la investigación intensiva
- La instrucción interdisciplinaria, temáticos y diferenciados
- La instrucción basada en problemas
- Los desafíos que requerirán resoluciones significativas
- Ambientes de aprendizaje alternativo que conduce a niveles avanzados ideológica y creativa

Aprendices del Idioma Inglés se beneficiarán de

- rigurosa, basada en estándares
- La instrucción basada en problemas
- Las evaluaciones auténticas para cerrar la brecha de logros
- Uso de metodologías para mejorar el Inglés académico y las habilidades
- Agrupación cooperativa
- Enfoque en la escritura

Estándar de Estudiantes de Inglés se benefician de

- Mayor atención a la utilización de los conocimientos de base para establecer un nivel académico
- Las actividades de colaboración

Sylmar STEM Academy at VR Span #1 K-8

- Diversos grupos y actividades de cooperación rico en lenguaje
- Aprendizaje basado en proyectos para aumentar la competencia lingüística oral y escrita
- Mayor atención a la colaboración entre estudiantes de Aprendizaje de inglés
- rigurosa, basada en estándares

School Culture

En 3-5 frases, describir la cultura de la escuela que usted imagina para su escuela.

La Academia de Sylmar abraza una cultura diversa, en la que los estudiantes son honrados e integrados en una experiencia multiétnica para todos los estudiantes, maestros, padres, personal y miembros de la comunidad. La Academia destaca las altas expectativas académicas y de comportamiento para los maestros, estudiantes y miembros de la comunidad. La cultura de la escuela es uno de colaboración, responsabilidad y respeto mutuo entre todos, proporcionando un ambiente seguro, y una amplia participación con la comunidad local. La Academia de Sylmar STEM se ha comprometido a convertirse en un centro de cultura y educación que proporciona un ancla para la comunidad.

• En un breve párrafo, describir un día típico en la vida de un estudiante en su escuela.

Los estudiantes en el campus serán recibidos por los maestros, administradores y personal que los conoce por su primer nombre. Los estudiantes entrarán en los salones que están limpios, organizados, colorido, rico en material impreso, con boletines y centros que muestran la escritura, proyectos, tecnología, arte y evaluaciones auténticas. Los estudiantes recibirán aprendizaje de alta calidad enfocado en Ciencia, Tecnología, Ingeniería y Matemáticas (STEM) por maestros altamente motivados que utilizan estrategias, visuales, organizadores gráficos, agrupaciones de colaboración, las estrategias de aprendizaje SDAIE, música y otro demostrado que aprovechan las modalidades de audio, el aprendizaje visual y kinestésica. Todos los estudiantes tendrán tareas donde aprenden todo sobre la universidad que fundarían una cultura de colegio. Luego, los estudiantes harán la transición a través de salones y pasillos en nombre de las universidades como Stanford, Harvard, UCLA, USC, etc, para que los alumnos comenzaran a ver la universidad desde el kinder. Los estudiantes tienen expectativas claras de las tareas y otras asignaciones. Después de la escuela, los estudiantes se sienten apoyados por los programas de intervención, clubes de tareas y otras actividades extra curriculares que inculcan el empoderamiento, la autoestima positiva y un amor por el aprendizaje. Su día continúa con sus padres y familias que asisten a talleres, eventos que apoyan a los estudiantes y sus familias en casa. Duermen por la noche sabiendo que su escuela ha hecho realmente todo lo posible para promover y realizar sus aspiraciones educativas. Por lo que soñar en grande!

• Lista algunas de las actividades extracurriculares que serán proporcionados en la escuela.

- Danza
- Cine y vídeo
- Debate del club
- Mural del club
- Folklórico
- Yoga
- Fútbol
- Basketball
- Voleibol
- Golf

Parent Engagement & Involvement

En un breve párrafo discutir las estrategias que utilizará para participar de manera significativa los padres en el desempeño académico de sus hijos.

La Academia desarrollar la capacidad de los padres para permitir la participación en el proceso educativo de sus hijos a través de los siguientes medios de participación y vías de difusión.

Sylmar STEM Academy at VR Span #1 K-8

- Los padres por tareas para aprender (comunicación, lectura, tecnología, matemáticas, ciencias)
- Desarrollar asociaciones Action Team (ATP)
- Desarrollar programas y el personal del Centro Comunitario Familiar
- Representantes de padres de coordinación entre padres y alumnos (noches familiares de matemáticas, Día con papá) y actividades basadas en la comunidad
- Tarea de computación
- Los voluntarios en salones
- Colaborar con los proyectos de aprendizaje y servicio a la comunidad
- Colaborar con las familias en la escuela y en casa
- Colaborar con la comunidad en la escuela y fuera de la escuela

Staffing

En un breve párrafo, describir cuáles son las características de maestros y el personal seleccionado para garantizar el logro académico.

Maestros altamente calificados y personal en la Academia comparten la reforma educativa es el camino al éxito en nuestra comunidad de Sylmar. La comunidad escolar acepta el modelo de aprendizaje basado en proyectos en el contexto de las metas de nuestra escuela STEM. Ellos serán imaginativos, colaboración, reflexión y dispuesto a demostrar cualidades de liderazgo para asegurar el éxito de cada estudiante. La Academia buscará miembros del personal que demostrar su voluntad de construir y mantener relaciones con cada uno de sus alumnos y compañeros, los miembros de la familia y los accionistas de la comunidad. Estas relaciones serán de colaboración, de apoyo, profesional y académica y relevante.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Richard S. Ramos, Henry Cuaz, Dr. Ivan Cheng

Applicant Team Contact Phone Number: 818.919.4229

Applicant Team Contact Email: ramosr@lamission.edu or rramos3@lausd.net

Sylmar STEM Academy at VR Span #1 K-8
Professional Development Schedule

The following list represents a proposed professional development calendar with tentative topics and responsible presenters:

August 2012

- Mission and vision
- Dr. Daggett's instructional framework
- Common planning of lessons
- Procedures
- Designing formative assessments
- Measurable goals and high expectations
- Accountability for student goals
- Data-driven instruction
- Incorporating the 4 C's into the curriculum
- Research-based teaching strategies
- SDAIE and access to core strategies
- Implementing effective strategies for RTI 2 interventions
- District mandated annual presentations
- CELDT schedule/activities/administration

Instructional leader, teachers, counselor, and partnership support

September 2012

- Analyzing CST Student Data
- Project Based Learning
- Engineering Themes
- Writing across the content areas
- Academic Oral Language Development
- Parent Engagement Strategies
- STEM interdisciplinary integration
- Collaborative planning time
- Vertical and horizontal articulation

Instructional leader, teachers, counselor, and partnership support

October 2012

- Response to Instruction and Intervention (RTI2)
- Classroom observation protocol
- Data protocols and collaborative scoring of student work
- Criteria for identifying Gifted and Talented students
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

November 2012

- Technology for learning

Sylmar STEM Academy at VR Span #1 K-8

- SDAIE across all content areas
- Collaborative planning time
- Writing across the content areas
- Academic Oral Language Development
- Vertical and horizontal articulation
- SDAIE across all content areas
- Periodic Assessment

Instructional leader, teachers, counselor, and partnership support

December 2012

- Finals/Semester grades
- Student Presentations
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

January 2013

- CST blueprints/power standards
- Mission and vision
- Dr. Daggett's instructional framework
- Common planning of lessons
- Procedures
- Designing formative assessments
- Measurable goals and high expectations
- Accountability for student goals
- Data-driven instruction
- Incorporating the 4 C's into the curriculum
- Research-based teaching strategies
- SDAIE and access to core strategies
- Implementing effective strategies for RTI 2 interventions
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

February 2013

- CST blueprints/nemesis standards
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

March 2013

- CST schedule/activities/administration

Sylmar STEM Academy at VR Span #1 K-8

- Criteria for identifying Gifted and Talented students
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

April 2013

- CST blueprints/nemesis standards
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

May 2013

- Departmental collaborative lesson design/Critical-friend protocol for feedback
- STEM and technology Fair
- Community Festival
- Revisit school mission and vision statements
- Collaborative planning time
- Vertical and horizontal articulation
- SDAIE across all content areas

Instructional leader, teachers, counselor, and partnership support

June 2013

- Finals/Semester grades
- Student performance portfolios/presentations
- Student/Staff/Stakeholder recognition
- Reflective evaluation of school performance
- Next steps and action plan for 2013-2014

Instructional leader, teachers, counselor, and partnership support

Sylmar STEM Academy at VR Span #1 K-8

SCHOOL CALENDAR

The Sylmar STEM Academy shall follow the District's early start traditional calendar.

All students at the Sylmar STEM Academy K-8 will continue to be on a two-semester instructional calendar. Under the District-wide Early Start Instructional Calendar, the first day of instruction for students will be August 14, 2012 and the last day of instruction will be June 4, 2013. Summer school and Other important holidays to note include:

Admission Day observed on August 31, 2012

Labor Day observed on September 3, 2012

Veterans Day observed on November 12, 2012

Thanksgiving observed on November 22, 2012 and November 23, 2012

Winter Recess from December 17, 2012 through January 6, 2013

Dr. Martin Luther King, Jr. Day observed on January 21, 2013

Presidents' Day observed on February 18, 2013

Spring Break from March 25, 2013 through March 29, 2013

Memorial Day observed on May 27, 2013

Sylmar STEM Academy at VR Span #1 K-8

Daily Schedule

<p>Regular Day Bell Schedule K-5</p> <p>Start Time 8:15AM</p> <p>1st Recess/Nutrition (5th -8th) 9:42-9:57AM</p> <p>2nd Recess (K-4th) 10:02-10:22AM</p> <p>Lunch (5th-8th) 11:44- 12:24PM</p> <p>Kinder Lunch 12:00-12:40PM</p> <p>Lunch (1st-4th) 12:15-12:55PM</p> <p>Dismissal 2:34PM</p>	<p>Bank Time Tuesday</p> <p>Start Time 8:15AM</p> <p>1st Recess/Nutrition (5th -8th) 9:42-9:57AM</p> <p>2nd Recess (K-4th) 10:02-10:22AM</p> <p>Kinder Lunch 12:00-12:40PM</p> <p>Lunch (1st-5th) 12:15-12:55PM</p> <p>Dismissal 1:34PM</p>
<p>Middle School Schedule <i>Monday and Thursday</i></p> <p>UCLA -I (8:00AM-9:42AM)</p> <p>Nutrition (9:42-9:57AM)</p> <p>STANFORD -II (10:02AM -11:44AM)</p> <p>Lunch 11:44AM – 12:14PM</p> <p>CSUN -III (12:19PM-2:02PM)</p> <p>Advisory (2:02PM-3:03PM)</p>	<p>Middle School Schedule <i>Wednesday and Fridays</i></p> <p>PEPPERDINE -IV (8:00AM-9:42AM)</p> <p>Nutrition (9:42-9:57AM)</p> <p>USC -V (10:02AM -11:44AM)</p> <p>Lunch 11:44AM – 12:14PM</p> <p>HARVARD -VI (12:19PM-2:02PM)</p> <p>Advisory (2:02PM-3:03PM)</p>
<p>Middle School Schedule <i>Bank Time Tuesdays</i></p> <p>UCLA- I (8:00AM – 8:45AM)</p> <p>STANFORD- II (8:50AM – 9:35AM)</p> <p>Nutrition (9:35AM – 9:50AM)</p> <p>CSUN-III (9:55AM – 10:40AM)</p> <p>PEPPERDINE- IV (10:45AM – 11:30AM)</p> <p>Lunch (11:30AM – 12:00PM)</p> <p>USC -V (12:05PM – 12:50PM)</p> <p>HARVARD- VI (12:55PM – 1:40PM)</p>	

Sylmar STEM Academy at VR Span #1 K-8

Instructional Leader Job Description

JOB TITLE: Instructional Leader (Principal)

STATUS: Full-time

REPORTS TO: Governing Board

OVERVIEW

The Pilot School Governance Board and School Leadership Team require an instructional leader, a principal with strong entrepreneurial skills who embraces the collaborative role of distributive leadership and supports the vision and mission of the Sylmar STEM Academy. As instructional leader, the principal must have experience with and a deep understanding of the needs of English Language Learners as well as students with Special Needs. In addition, he/she must demonstrate experience in generating authentic family involvement and community relationships.

SUMMARY

The principal will be employed by the Los Angeles Unified School District (LAUSD). Responsibilities may include, but are not limited to:

ESSENTIAL FUNCTIONS

- Work with Governing Board and Leadership Team to provide operational and curricular leadership for the opening of a new school
- Master schedule, budget, staffing, curriculum, and parent/community engagement
- Teach a minimum of one course per school year.
- Align the use of time, people and resources to support the instructional priorities
- Design and implement a process to support and evaluate staff
- Oversee efficient functioning and safety of school and joint use facilities
- Establish and foster a positive school culture

QUALIFICATIONS

- At least 10 years of successful full-time service in a public school certificated position(s)
- Five years experience as a teacher in a K-12 public school program
- Three years of verifiable experience as a coordinator and instructional coach
- Master's Degree in Education
- California Administrative Services Credential
- Multicultural coursework (Out-of-District candidates have one year to complete this requirement)
- District Master Plan Requirements (Out-of-District candidates have one year to complete this requirement)
- Must have experience with and a deep understanding of the needs of English Language Learners as well as students with Special Needs.
- Must demonstrate experience in generating authentic family involvement and community relationships.
- Must demonstrate media competency and its role in the learning process while advocating for new ideas and always seeking learning innovations.

OTHER REQUIREMENTS

- Clear criminal background check
- Negative tuberculosis test

COMPENSATION

MST 42G – E-Basis (\$85,959 - \$107,340) - 234 PAID DAYS

Sylmar STEM Academy at VR Span #1 K-8

WORK SCHEDULE: Full-time

APPLICATION PROCESS

To be considered for this position, qualified candidates must submit the following documents:

- Letter of Intent
- Resume with academic and employment history (include employee number)
- Three letters of recommendation, one from a supervisor.
- Salary history and salary requirements

Submit to ----- Write "Principal Pilot" in the subject line.

DEADLINE: APRIL 29, 2012 –5:00 PM.

Prospective candidates will be invited for an interview. POSITION WILL BE OPEN UNTIL FILLED.

EOE

Sylmar STEM Academy at VR Span #1 K-8

Appendix D

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

<input type="checkbox"/> Traditional	<input checked="" type="checkbox"/> X Pilot	<input type="checkbox"/> Network Partner	<input type="checkbox"/> ESBMM
<input type="checkbox"/> Independent Charter <input type="checkbox"/> Affiliated Charter			
Name of School <u>Valley Region K-8 Span #1</u>		Name of Applicant Group/Applicant Team <u>Sylmar STEM Academy (Dreams)</u>	
Lead Applicant <u>Richard S. Ramos</u>		Title of Lead Applicant <u>Educator</u>	
Mailing Address <u>19301 Stare St. Northridge CA 91326</u>			
Phone Number <u>818-919-4229</u>		Fax Number <u>818-286-1377</u>	
Email Address <u>ramosr@lamission.edu</u>		Website (if available) <u>NA</u>	

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

- 1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

Please check one of the following statements:

 - The Applicant Organization/Applicant Team listed above is comprised of a FOR-PROFIT ENTITY.
 - The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
 - X The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
 - The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
- 2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)**

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.
- 3. Assurance of Enrollment Composition Compliance**

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.
- 4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform

Sylmar STEM Academy at VR Span #1 K-8

parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 105.8 (a) (d) and 105.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

- 4. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement**
(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

- 6. Resident Enrollment and Attendance Boundary Compliance**
(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

- 7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

<p><i>By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:</i></p>	
Name of Lead Applicant <u>Richard S. Ramo</u>	Title of Lead Applicant Educator _____
Signature of Lead Applicant <u></u>	Date <u>November 10, 2011</u>
Name of Board President* _____	Date _____
Signature of Board President* _____	
<p><small>*The additional name and signature of the Board President is only applicable to organizations with a Board</small></p>	

Sylmar STEM Academy at VR Span #1 K-8

Elect To Work Agreement

Elect to Work Agreement 2011-2012

MISSION STATEMENT

The Mission of the Sylmar Academy of Science, Technology, Engineering and Math is dedicated to providing a personalized and student focused learning environment furnishing students with a rich learning experience that will foster academic achievement, acquisition of knowledge, and 21st century skills that will empower students to be prepared for future educational and career challenges and opportunities. These 21st century skills are critical thinking, communication, collaboration, creativity and innovation. Students and staff will participate in a learning community centered on a shared commitment to academic excellence, college bound culture and creating work ready citizens. The Academy will also focus on upon the need to increase the number of underrepresented students (women, minorities, and economically disadvantaged) who seek higher education and training in Science, Technology, Engineering and Math.

OUR VISION

The Vision of the Sylmar Academy of Science, Technology, Engineering and Math is to create a small school atmosphere for diverse learners where all students will have access to a robust, demanding, and engaging STEM curriculum that focuses on fostering life-long learners, and participation in the 21st century global society. Students' mastery of the standards based content and skills essential to be college and workforce-ready will be facilitated by highly skilled, committed educators who set high standards and are enriched by up-to-date instructional resources; and quality professional development that is supported by community support networks which empower each learner to maximize her or his potential.

Salary, Benefits, Seniority, and Membership in a Bargaining Unit:

You will continue to accrue seniority as you would if you were working elsewhere in the Los Angeles Unified School District. If you are hired as a teacher, you will receive the salary and benefits established in the UTLA Contract. You will be a member of the appropriate UTLA bargaining unit.

Terms of Employment:

I. Working Hours

- A. The work year: SYLMAR STEM ACADEMY is a traditional calendar school.
- B. The workday for SYLMAR STEM ACADEMY teachers will begin one half hour before the start of school. In addition, teachers must stay after school an average of 3.75 hours per week. Half of this before- and after-school time must be devoted to conferencing, mentoring, or tutoring students.
- C. Teachers are expected to attend a paid professional development the last five days of summer vacation.
- D. Teachers are expected to attend all professional development sessions throughout the year.
- E. All teachers are expected to attend a faculty meeting after school on Bank Time Tuesdays. These meetings will last up to two hours.

II. Student and Parent Contact

- A. Teachers are expected to track the academic and course work progress of and establish rapport with their advisory students and use advisory for targeted interventions.
- B. Teachers are expected to keep in contact with parents concerning the progress of their children, making suggestions for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well.
- C. Teachers are expected to keep records of meetings and calls to parents.
- D. Teachers are expected to attend all parent meetings, conferences, and SST and IEP meetings related to students in their classes.

Sylmar STEM Academy at VR Span #1 K-8

III. Instructional Requirements

- A. Professional development time is to be used on curriculum planning and revision, reflection on student progress, review of data and assessments, and effectiveness of teaching strategies.
- B. All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams.
- C. Teachers are expected to acknowledge and support the STEM focus in their curriculum and teaching methods.
- D. Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students, parents, community members, and fellow faculty members.

IV. Extra-Curricular Activities

- A. Teachers are expected to attend community events throughout the year.
- B. Teachers are expected to attend a minimum of one student recruitment fair.
- C. Teachers are expected to be responsible for one extra-curricular activity, school promotional event, or club each semester.
- D. All teachers must participate in all student led conferencing events.
- E. Teachers are expected to be involved in one standing committee, ad hoc committee, or program during the year.
- F. Additional supplemental hours and tasks necessary to complete the mission of Sylmar STEM Academy may be assigned by the administration and or the governing council as needed.

V. Other Duties and Responsibilities

- A. As a pilot school, teachers recognize that all teachers need to share in distributive leadership.

Rationale

As a faculty member of Sylmar STEM Academy, I understand I am asked to put students' needs first at all times. When planning the curriculum, I agree to work creatively to meet the diverse learning styles and needs of our student population. I have read and agree with the SYLMAR STEM ACADEMY mission statement and intend to use project-based, interdisciplinary instruction, and the cooperative learning model whenever possible in my curriculum. In order to do this, I agree to teach, plan, and reflect collaboratively. My lessons and curriculum will be developed in collaboration with my teaching team, which will include my grade-level team as well as articulating across the grade levels.

Performance Evaluations:

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals are chosen from the California Teaching Standards. Each teacher will then meet with the instructional leader for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and by teachers observing other teachers. A post observation meeting between the teacher and instructional leader will follow the formal observation. Each semester students will fill out an evaluation form for each teacher.

Dispute Resolutions:

SYLMAR STEM ACADEMY has an Internal Appeals Process (IAP) that appears in the Memo of Understanding (MoU) between LAUSD and UTLA.

Excessing:

For permanent teachers, you may unilaterally excess yourself from Sylmar STEM Academy within the Voluntary Excess timeline set forth in the annual LAUSD Staffing Calendar, currently April 15. Similarly, Sylmar STEM Academy may unilaterally excess you within the Involuntary Excess timeline set forth in the annual

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LAUSD Staffing Calendar. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures of the UTLA contract.

Dismissal:

You are subject to dismissal from LAUSD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment. Failure to comply with the terms and conditions of your employment may result in your dismissal from Sylmar STEM Academy
(SYLMAR STEM ACADEMY)

Signatures:

I voluntarily elect to work at Sylmar STEM Academy. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Signature: _____ Date: _____

Instructional leader Signature: _____ Date: _____

Dr. Daggett’s Rigor, Relevance Instructional Model

