

LAUSD PSC 3.0
Youth Policy Institute
Sylmar Promise Academies
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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.

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> Youth Policy Institute (YPI)	
Address: 634 South Spring Street, 10 th Floor Los Angeles, CA 90014	Phone Number: (213) 688-2802
Website (if applicable) www.ypiusa.org	Email Address: ykingberg@ypiusa.org
School site for which your team is submitting a Letter of Intent:	Sylmar Promise Academies on Sylmar High School campus
Grade configuration of your school:	9-12
School model for which you are applying:	<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input checked="" 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 (one school with two academies) 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. Will follow LAUSD calendar 2. Will follow LAUSD calendar 3. Will follow LAUSD calendar

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Dixon Slingerland		(213) 688-2802	dslingerland@ypiusa.org	YPI
2. Iris Zuniga		(213) 688-2802	izuniga@ypiusa.org	YPI
3. Yvette King-Berg		(213) 413-9600	ykingberg@ypiusa.org	YPI
4. Ruben Duenas		(818) 834-5805	rduenas@coronacharter.org	Bert Corona Charter
5. Mario Matute		(818) 899-5550	mmatute@ypiusa.org	YPI
6. Stan Saunders		(213) 688-2802	ssaunders@ypiusa.org	YPI

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.



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	Youth Policy Institute (YPI)
Name of Team Representative	Yvette King-Berg
Signature of Team Representative	<i>Yvette King-Berg</i>

Design Team Member Name	Signature
1. Yvette King-Berg	<i>Yvette King-Berg</i>
2. Mario Matute	<i>Mario Matute</i>
3. Dixon Slingerland	<i>Dixon Slingerland</i>
4. Ruben Duenas	<i>Ruben Duenas</i>
5. Iris Zuniga	<i>Iris Zuniga</i>
6. Stan Saunders	<i>Stan Saunders</i>

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet**

1

NAME OF PSC SCHOOL: Sylmar Promise Academies

3

4

2	3 Demographic									4 Performance																					
	Size	Ethnicity				Other Groups			API		CST Proficiency										Others										
		2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009	
Youth Policy Institute																															
Charter School/Network Partner																															
Bert Corona Charter School	359	0%	98%	0%	2%	82%	20%	10%	681	##	33%	-3	19%	-6%	18%	6%	##	##	33%	20%	33%	20%	*	*	26%	20%	N/A	N/A	N/A		
Monsenor Oscar Romero Charter School	228	2%	97%	1%	0%	100%	31%	8%	725	N/A	47%	10	23%	0%	32%	14%	##	7%	47%	23%	46%	22%	*	*	32%	6%	N/A	N/A	N/A		
Local District X																															
Elementary, Middle, or High Schools																															
School-wide Teams																															
School name																															
Internal Teacher Team (Optional)																															
San Fernando Institute for Applied Media (school opened in 2010)	388	1%	98%	0%	1%	86%	30%	15%	649	N/A	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	N/A	

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

1. **Name of PSC School:** Enter the name of the school for which you are applying.

2. **Applicant Team Name:** Several examples are shown. Enter your team/organization name in bold.

-*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.

-*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

-*School Teams.* Applicant teams that involve the entire school should provide school-level data.

-*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

3. **Demographic Data:** In cases where data are not available, please note with an asterisk (*) in the box.

4. **Performance Data:** In cases where data are not available, please note with an asterisk (*) in the box.

YPI Sylmar Promise Academies Principal Job Description

JOB TITLE: Principal,
STATUS: Full-time (Exempt)
REPORTS TO: Governing Board

OVERVIEW

The Youth Policy Institute (YPI) provides education, training and technology services to lift low-income families out of poverty. Since 2001, YPI has accomplished this by serving families in Los Angeles at 125 sites throughout the city. YPI offers families education and training resources in the areas of after school, job training, early childhood education, physical education, adult literacy and ESL, computer literacy, charter schools, and college preparation. YPI also supports efforts to boost the capacity and effectiveness of small grassroots nonprofits that provide essential services for youth. Each year, YPI helps more than 40,000 youth and adults each year through these programs.

Sylmar Promise Academies is one of Los Angeles Unified School District's Network Partner schools scheduled to open in fall 2012. The mission of Sylmar Promise Academies (SPA) is to prepare students for academic success in high school, post-secondary education and professional careers, encourage students to be responsible and active participants in the community, and enable students to become life-long learners. Emphasis will be placed on student achievement and positive postsecondary outcomes by challenging students to develop problem-solving and interpersonal skills and linking rigorous college preparatory curriculum with technical coursework through two industry-themed academies: health-medical and media-arts. The Site and Leadership Councils and the School Leadership Team require a principal with strong entrepreneurial skills who embraces the collaborative role of distributive leadership and supports the vision of the school.

SUMMARY

Youth Policy Institute along with the Site and Leadership Councils and the School Leadership Team are seeking a principal for the Network Partner school. The principal will be employed by the Los Angeles Unified School District (LAUSD). Responsibilities may include, but are not limited to:

ESSENTIAL FUNCTIONS

- Working with Site and Leadership Councils and the School Leadership Team to provide operational and curricular leadership for the opening of a new school
- Developing master schedule, budget, staffing, curriculum and parent/community engagement
- Aligning the use of time, people and resources to support the instructional priorities
- Designing and implementing a process to support and evaluate staff
- Overseeing efficient functioning and safety of school and joint use facilities
- Establishing and fostering a positive school culture

QUALIFICATIONS

- At least 5 years of successful full-time service in a public school certificated position(s)

- Three years experience as a teacher in a K-12 public school program
- Two years in an administrative position
- Master’s Degree in Education, Liberal Arts and/or closely related fields
- 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)
- Principal must have experience with and deep understanding of the needs of all students, including English learners and students with Special Needs
- Must demonstrate experience in generating authentic family involvement and community relationships
- The principal must have a global perspective on the need for creativity, innovative learning, and the needs of our new economy: technologies, new ways of thinking, planning and business acumen.
- 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

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 current supervisor.
- Salary history and salary requirements

Submit to jobs@ypiusa.org. Write “Principal Network Partner” in the subject line.

DEADLINE: TBA

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

YPI’s mission is to provide education, training and technology services to lift families out of poverty.

EOE

www.ypiusa.org

PSC School Site: Sylmar High School

Design Team Name: Youth Policy Institute

	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	35.0	31.3	20	Personalized instruction, project based learning, Rtl, SDAIE, ELD, IEP, CRRE, SFA, Wraparound	Bench. & class. assess., report cards, CST results, diagnostic exams, sum. & form. assess.	10	0
	<i>English Learners</i>	70.7	69.6	65			60	55
	<i>Special Education</i>	82.3	75.4	70			65	60
	<i>African American</i>	50.0	43.3	33			23	13
	<i>Latino</i>	34.7	31.3	21			11	1
	<i>White</i>	44.0	23.8	13			3	0
	<i>Asian</i>	42.9	20.0	10			0	0
<i>Economically Disadvantaged</i>	34.7	32.1	22	12	2			
2	% of all students scoring Prof or Adv	32.9	28.4	33.5	Personalized instruction, project based learning, SDAIE, ELD, IEP, CRRE, SFA, Tech. Integ., Wraparound	Bench. & class. assess., report cards, CST results, diagnostic exams, sum. & form. assess.	50	60
	<i>English Learners</i>	6.2	2.6	10			15	20
	<i>Special Education</i>	3.6	3.2	10			15	20
	<i>African American</i>	12.8	24.6	34			44	54
	<i>Latino</i>	32.3	32.4	42			52	62
	<i>White</i>	39.7	53.7	63			73	83
	<i>Asian</i>	N/A	N/A	40			50	60
<i>Economically Disadv.</i>	32.7	33.4	43	53	63			
CST MATH								
3	% of all students scoring FBB/BB	78.6	75.7	65	Personalized instruction, project based learning, Rtl, SDAIE, ELD, IEP, CRRE, Voyager, Wraparound	Bench. & class. assess., report cards, CST results, diagnostic exams, sum. & form. assess.	55	45
	<i>English Learners</i>	89.2	85.9	80			75	70
	<i>Special Education</i>	94.2	92.9	87			82	77
	<i>African American</i>	93.0	78.0	68			58	48
	<i>Latino</i>	78.3	75.9	65			55	45
	<i>White</i>	87.2	73.7	63			53	43
	<i>Asian</i>	50.0	20.0	10			0	0
<i>Economically Disadv.</i>	78.6	75.6	65	55	45			
4	% of all students scoring Prof or Adv	6.7	7.1	17	Personalized instruction, project based learning, SDAIE, ELD, IEP, CRRE, Voyager, Khan Academy, Wraparound	Bench. & class. assess., report cards, CST results, diagnostic exams, sum. & form. assess.	26	36
	<i>English Learners</i>	2.0	2.2	7			12	17
	<i>Special Education</i>	1.2	0.8	5			10	15
	<i>African American</i>	10.9	10.9	20			30	40
	<i>Latino</i>	6.5	6.7	16			26	36
	<i>White</i>	7.3	14.0	20			30	40
	<i>Asian</i>	N/A	N/A	20			30	40
<i>Economically Disadv.</i>	6.7	7.2	17	27	37			
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	14	13	24	SDAIE, ELD, CRRE	diagnostic exams	29	34
8	% EL Students Scoring Proficient on CELDT	36	23	28			33	38

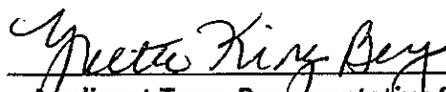
Public School Choice 3.0 Performance Plan

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	
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	58	61	71	Career themed academies, CTE, linked learning, FIPSE	Grad. Rate, CAHSEE pass rate, % in A-G, & Grads meeting A-G	81	91
10	CAHSEE Pass Rate (10 th grade)	59.2	66.8	76			86	96
11	% Students In A-G Courses Receiving Grade of C or Higher	26	28	38			48	58
12	% Graduates Meeting A-G Requirements	23	26	36			46	56
RETENTION RATE (high schools only)								
	# First Time 9th Graders	1,231	994		Personalized learn & path	% retained 9 th graders		
	% Retained 9 th Graders	79	76	88			93	98
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	93	93.5	95	Pos. sup. cult.	Attend. rate	96	97
14	Attendance Rate for All Staff	93.8	94.2	95	Learn Cmnty	Attend. rate	96	97
15	Number of Suspensions	277	298	250	Wrap. Supp.	# suspensions	200	150
16	School Experience Survey: % Parents Participating	18	29	50	Sylmar/YPI outreach	Survey	60	70
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	27	26	50	Engagement opportunities; advisory boards	Survey	60	70
18	<i>Culture or Mission-Specific Indicator (Parents –Overall Feeling of Welcome)</i>	85	85	90	Engagement opportunities; adv. boards	Survey	94	98
19	<i>Culture or Mission-Specific Indicator (Parents – Opportunities for involvement)</i>	86	77	90	Engagement opportunities; adv. boards	Survey	94	98
20	<i>Culture or Mission-Specific Indicator (Students – Highest level of education planned to complete)</i>	73	76	85	FIPSE, linked learning, college event, field trips	Survey	90	95

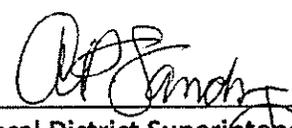
Youth Policy Institute
Design Team Name

11-16-11

Date



Applicant Team Representative Signature



Local District Superintendent Signature

New Teacher Orientation (July 26-27)

DAY 1 - 8:30am - 4:30pm	DAY 2 - 8:30am - 4:30pm
<p>8:30 Provided breakfast - sign-in Welcome - 8:50 Team Building 9am - 9:30 Intro to Big Ideas 9:30am - 11:45am</p> <ul style="list-style-type: none"> ● Outcomes <ul style="list-style-type: none"> ○ Posters ● Sample POL/Portfolio <ul style="list-style-type: none"> ○ LL ○ AC ○ CR ○ POL <p>LUNCH (provided, 11:45 - 12:30pm) Schedule/Matrixes/Blocks/PD 12:30 -1pm Design and Assessment (1 -2pm)- 20 min</p> <ol style="list-style-type: none"> 1-Backwards Design 2-Technology Integration 3-Study Island <p>Differentiation: (2-3pm) 20 minutes each:</p> <ol style="list-style-type: none"> 1-Thinking Maps 2-Inclusion, ELL, Accommodations and Modifications 3-SFA/Literacy <p>Data, Reflection, Parents (3-4pm) 20 minutes each:</p> <ol style="list-style-type: none"> 1-Advisory 2-Sharing Data with Students 3-Working With Parents/Events/Service Hours <p>Close (4-4:15pm)</p>	<p>8:30 Provided breakfast - sign-in Team Building 9am-9:30 Sylmar Promise Academies Evaluation Philosophy (9:30-9:45am)</p> <ul style="list-style-type: none"> ● Improvement (not a “gotcha”) <p>Teacher Support, Feedback, and Evaluation <i>Support Personnel</i> (9:45 - 10:45) From whom will be you receiving support?</p> <ul style="list-style-type: none"> ● ED & COO ● Directors of Instruction ● Administrators ● Who’s who? What are roles at the school? ● Who are the lead teachers? What are the roles of lead teachers? <p>Art & Science of Teaching (10:45 - 12:45)</p> <ul style="list-style-type: none"> ● Distribute books ● Review lesson segments and design questions ● Jigsaw <p>Lunch (provided, 12:45 - 1:30pm) Coaching, Feedback, and Support Coaching and Feedback (1:30-2:00)</p> <ul style="list-style-type: none"> ● What is the purpose? ● How often will they be observed? ● When will they get their feedback? ● Areas of focus for the beginning of the year ● What are we looking for? <p>Coaching/Evaluation Tools (2:00-3:15)</p> <ul style="list-style-type: none"> ● Informal - 2 Stars and a Wish (periodic drop-ins) and iObservation visits (multiple planned/scheduled visits) <ul style="list-style-type: none"> ○ iObservation <ul style="list-style-type: none"> ● Introduce the program. ● What is it? Purpose? How do we use it? ● Log-in with accounts ● Individualized Teacher Professional Growth Plans ● Formal - Marzano’s Teacher Evaluation (at least once a year) <p>HR (3:15 - 4:15pm)</p> <ul style="list-style-type: none"> ● Contracts, Job Description, Agreements, Commitment to the Vision , New Teacher H/R Packet ● Complaint procedures? <p>Close (4:15 - 4:30pm)</p>

July 30:	July 31
<p>Breakfast (8:00-8:30) Success for All Training (8:30-12:00) Lunch (12:00-1:00) Success for All Training, Cont’d (8:30-12:00)</p>	<p>Breakfast (8:00-8:30) Success for All Training (8:30-12:00) Lunch (12:00-1:00) Success for All Training, Cont’d (8:30-12:00)</p>

August 1	August 2
<p>Breakfast (8:00-8:30) New Teacher Pacing Plan (8:30-11:30): Teachers will work to prioritize and organize standards, create assessments, and sequence units Teachers look at textbooks and put lessons/readings/activities in pacing plans. Lunch (11:30-12:30) New Teacher Pacing Plan 12:30-4:00): Teachers will work to prioritize and organize standards, create assessments, and sequence units Teachers look at textbooks and put lessons/readings/activities in pacing plans.</p>	<p>Breakfast (8:00-8:30) Team Building 9am-9:30 Sylmar Promise Academies Evaluation Philosophy (9:30-9:45am)</p> <ul style="list-style-type: none"> ● Improvement (not a “gotcha”) <p>Teacher Support, Feedback, and Evaluation <i>Support Personnel</i> (9:45 - 10:45) From whom will be you receiving support?</p> <ul style="list-style-type: none"> ● ED/CAO & COO ● Directors of Instruction ● Administrators/Coordinators ● Who’s who? What are roles at school? ● Who are the lead teachers? What are the roles of lead teachers? <p><u>Art & Science of Teaching</u> (10:45 - 12:45)</p> <ul style="list-style-type: none"> ● Distribute books ● Review lesson segments and design questions ● Jigsaw <p>Lunch (on their own, 12:45 - 1:30pm) <u>Coaching, Feedback, and Support</u> Coaching and Feedback (1:30-2:00)</p> <ul style="list-style-type: none"> ● What is the purpose? ● How often will they be observed? ● When will they get their feedback? ● Areas of focus for the beginning of the year ● What are we looking for? <p>Coaching/Evaluation Tools (2:00-3:15)</p> <ul style="list-style-type: none"> ● Informal - 2 Stars and a Wish (periodic drop-ins) and iObservation visits (multiple planned/scheduled visits) <ul style="list-style-type: none"> ○ iObservation <ul style="list-style-type: none"> ● Introduce the program. ● What is it? Purpose? How do we use it? ● Log-in with accounts ● Individualized Teacher Professional Growth Plans ● Formal - Marzano’s Teacher Evaluation (at least once a year) <p>HR (3:15 - 4:15pm)</p> <ul style="list-style-type: none"> ● Contracts, Job Description, Agreements, Commitment to Vision , New Teacher H/R Packet ● Complaint procedures? <p>Close (4:15 - 4:30pm)</p>

August 3

LAUSD Special Education Training

August 6	August 7
<p>Breakfast: ALL STAFF: Intro-Welcome Back All- 8:00 - 10:00 Human Resources 8:00 Office Staff 9:00 Returning Staff 10:00 Teambuilding- Organizational Vision and Goals Employee Handbook CST Data Review Overview Trends Analysis- Previous year information What are areas of Strength and areas of improvement? Incoming Students What are areas of Strength and areas of improvement? If time allows, planning time. School wide policies and procedures</p>	<p>Breakfast TEACHERS: Intro-Welcome Teambuilding Reteach: New teachers present a review of “New Knowledge” and “Routines” to returning teachers- Overview of iObservation and Instructional Goals Survey-</p>

August 8	August 9
<p>Breakfast: TEACHERS: Intro-Welcome Teambuilding: Assessments: Formal, Informal, Study Island, technology (1 hr). <ul style="list-style-type: none"> ● SI: Regular Tests for ELA/Math ● SI tests as part of the grade ● Grading? ● 10 Points: 10 for Advanced, 8 for Proficient, 7 for Basic, 6 for Below Basic, 5 for Far Below Basic? ● 4 for Advanced, 3 for Proficient, 2 for Basic, 1 for Below Basic, .5 for FBB Formative Assessments - break off. Thinking Maps- (2 hrs) (Start working on pacing plans)</p>	<p>Breakfast: 8:00-8:30 TEACHERS: Intro-Welcome- Teambuilding: Pacing Plan Work in Groups ALL STAFF: MAA training- NY Team Medicaid Administrative Activities Training - 10:00 am - 12:00 pm Lunch meeting for Benefits 12:00-1:00 TEACHERS: Finalizing Unit Plans and Pacing Plans (in peer groups- see below) <u>(Working Partnerships for 2012-13):</u> <u>ELA:</u> <u>SOCIAL STUDIES:</u> <u>MATH:</u> <u>SCIENCE:</u> <u>PE:</u> <u>TECH/COMM:</u> <u>HEALTH-MED</u> <u>MEDIA-ARTS</u></p>

August 10

Breakfast: Central Admin 8:00-8:15
TEACHERS:
 Intro-Welcome
 Teambuilding: 8:30-9:00
 Advisory Day: 9:00-10:30
 Pacing Plan- **(45 minutes)**
 Advisory Activities and Student Growth Plans- **(45 minutes)**
 Tech Integration (not domination)- 10:30-12:30

- Attendance
- Gradebook
- Google Docs, Calendars

LUNCH 12:30-1:30
 Planning Time 1:30-4:00
NEW TEACHERS:
 Health Benefits 2:00-3:00
 Announcements and Planning time 3:00 - 4:00

August 13-17, All Teachers – Classroom Prep and Collaboration				
8:00-8:30- Room time 8:30-9:00- Discipline Expectations 9:00-4:00*- classroom environment and lesson planning. *keys will be distributed to teachers during the afternoon. *ALEKS will be discussed with math dept. Classroom Prep	8:00-8:30- Room time 8:30-9:00- Grading Policy 9:00-4:00**- classroom environment and lesson planning. **PASS: Voyager and VMath with Teachers Teacher Handbook	8:00-8:30- Room time 8:30-9:00- Teacher Handbook 9:00-4:00- classroom environment and lesson planning. 3:00-4:00- Leadership meeting	TEACHER TRAINING- SMART BOARDS (ALL DAY)- School Service Day	8:00-8:30- Room time 8:30-9:00- Safety Training 9:00-4:00- classroom environment and lesson planning. Safety Training from 8:00 am - 9:30 am
	Office Staff Training Teambuilding exercise on work style Laws of Teamwork Attendance Procedures Meal Program Communications Protocol (scenarios) mail protocol Discipline	Office Staff Training Team building exercise on communication style Laws of Teamwork Google Docs Flyer Training Powerschool Training Supervision Emergency		

		Procedures		
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Monday, September 10
<p>8:00-8:15-- Breakfast</p> <p>8:15-9:15-- MAA form completion</p> <p>9:15-10:15-- Data review and discussion--ORGANIZATION-WIDE MATH FOCUS-- includes office staff -everyone grouped by <u>department</u> -address the issue of low math scores -how will we, as an organization, increase academic achievement in math?</p> <ul style="list-style-type: none"> ● groups come up with ideas to provide support for math and share out ● everyone will focus from their niche in the organization <p>10:15-11:15--Study Island, Classroom Quizzes and Assignments w/ rubrics-</p> <p>11:15-12:15-- S.I. calibration</p> <p>TRACKING & COMMUNICATING data from in class assessments (e.g. Study Island). Learning how to track the data, communicate it across grade level, department and school site.</p> <p>12:15-1:15-- Lunch on your own</p> <p>1:15-2:15-- Classroom management presentations (teachers)</p> <ul style="list-style-type: none"> ● Presenters: ● Creating the Culture for your Classroom ● Team Points, Restroom Passes, and other Incentives <p>2:15-3:15-- Teacher Reflection/Artifact Collection--> share out</p>

Full PD Days

Day 1 – Monday September 10	Day 2 Sometime in October Around Week 11	Day 3 Should Be Around Week 21	Day 4	Day 5
B0 Data- On Mondays Develop School-wide Math Focus MAA Study Island Advisory Teacher Professional Growth Plan	B1 Data-On Mondays Inter Disciplinary Cooperation	B2 Data – Using Data to drive instruction, setting midyear goals.		

YPI Sylmar Promise Academies PSC 3.0 Curriculum Development Timeline

Components: Year at a Glance; Scope and Sequence; Lesson plans; Student Engagement Strategies; Lesson Plan Resources; Assessment

Fall 2011

- Develop lesson plan template
- Continue Year at a Glance development

Spring 2012

- Year at a Glance for core completed by May and posted.
- Lesson plans for Semester II posted as completed.
- Start development of student engagement activities.
- Start development of lesson plan resources.
- Plan staff development for summer 2012

Summer 2012

- Start development of scope and sequence
- Enlist teachers to work summer days, pay hours.
- Plan back to school staff development to address vertical alignment.

Fall 2012

- Year at a glance completed for core.
- Lesson plans complete and posted for all subjects.
- Student engagement strategies ongoing, posted as developed.
- Scope and sequence ongoing, posted as developed.
- Vertical alignment ongoing, adjustments made as needed.
- Lesson plan resources ongoing, posted as developed.

Spring 2013

- Scope and sequence completed for cores.
- Vertical alignment ongoing, adjustments made as needed
- Student engagement strategies ongoing, posted as developed.
- Lesson plan resources ongoing, posted as developed.

Assessments currently considered for Benchmark and Formative evaluations

- Study Island
- WEA
- Aleks
- 4 Sight
- Additional assessments will be identified and updated as necessary

Advanced Topics in Medical Research for Health Careers

LIST OF TEXTBOOKS AND SUPPLEMENTAL MATERIALS FOR HEALTH CAREERS

TEXTBOOK 1

Title: Human Body in Health and Disease
Year: 1997
Author(s): Thibodeau/Patton
Usage: Primary Text

TEXTBOOK 2

Title: Chemistry for the Health Sciences
Year: 1998
Author(s): Sackheim/Lehman
Usage: Primary Text

TEXTBOOK 3

Title: Basic Epidemiological Methods and Biostatistics
Year: 1995
Author(s): Page, Cole, Timmreck
Usage: Primary Text

TEXTBOOK 4

Title: Pathophysiology for the Health-Related Professions
Year: 1997
Author(s): Barbara Gould
Usage: Primary Text

TEXTBOOK 5

Title: Statistics: An Interactive Text for the Health and Life Sciences
Year: 1994
Author(s): Krishnamurty, Kasovia-Schmitt and David Ostroff
Usage: Primary Text

TEXTBOOK 6

Title: Students and Research
Year: 1999
Author(s): Cothran, Grese, and Rezba
Usage: Primary Text

Supplemental Instructional Materials

- Journal of American Medical Association
- Scientific American
- New England Journal of Medicine
- Discover Magazine

Sylmar Promise Academies will adopt the LAUSD 2012-2013 school calendar when finalized.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Early Start Instructional Calendar Year 2011-2012
Local Districts 1, 2, 5 and 6 Schools



Board Approved
4/12/2011

Local District 1 Schools

- Canoga Park Senior High
- Chatsworth Senior High
- Grover Cleveland Senior High
- John F. Kennedy Senior High
- James Monroe Senior High
- Northridge Academy Senior High
- Daniel Pearl Journalism and Comm. Magnet
- Reseda Senior High
- Taft Senior High

Local District 2 Schools

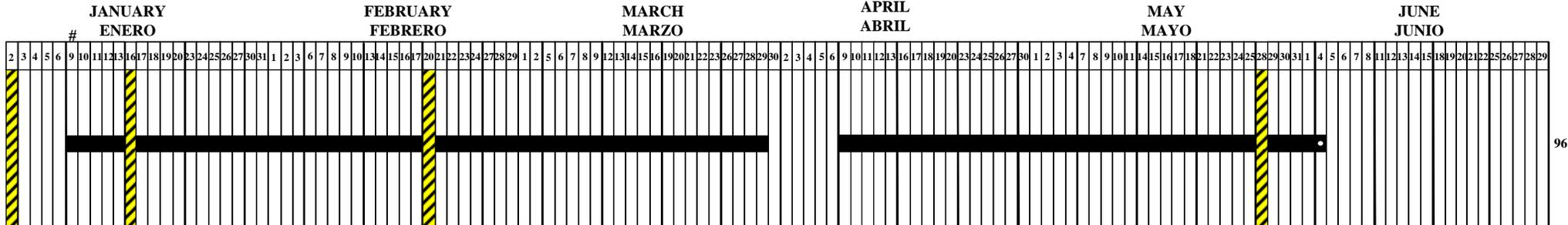
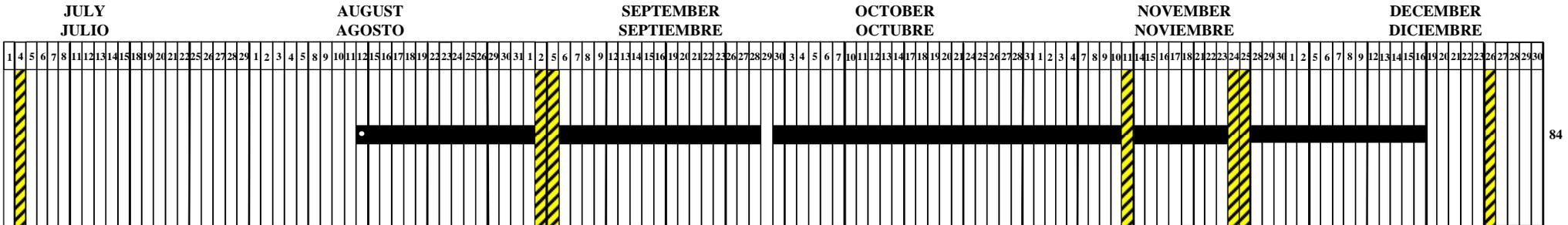
- Verdugo Senior High
- Sylmar Senior High
- Van Nuys Senior High

Local District 5 Schools

- Thomas Jefferson Senior High
- Abraham Lincoln Senior High
- LEMA at Lincoln Senior High

Local District 6 Schools

- Jaime Escalante ES
- Maywood Academy Senior High



IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

Regular Bell Schedule			
A - Odd Periods			
Descrip. / Section	Start Time	End Time	Length
Breakfast	7:30 AM	7:50 AM	20 min
First Bell	7:50 AM	—	—
ADVISORY	8:00 AM	8:29 AM	29 min
SFA	8:45 AM	9:35 AM	60 min
Period 1	9:41 AM	11:09 AM	88 min
Lunch	11:09 AM	11:39 AM	30 min
Period 3	11:45 AM	1:13 AM	88 min
Period 5	1:19 AM	2:47 PM	88 min
Dismissal	2:47 PM	—	—

Regular Bell Schedule			
B - Even Periods			
Descrip. / Section	Start Time	End Time	Length
Breakfast	7:30 AM	7:50 AM	20 min
First Bell	7:50 AM	—	—
ADVISORY	8:00 AM	8:29 AM	29 min
SFA	8:45 AM	9:35 AM	60 min
Period 2	9:41 AM	11:09 AM	88 min
Lunch	11:09 AM	11:39 AM	30 min
Period 4	11:45 AM	1:13 AM	88 min
Period 6	1:19 AM	2:47 PM	88 min
Dismissal	2:47 PM	—	—

PD Tuesday Schedule			
Descrip. / Section	Start Time	End Time	Length
Prof. Devel.	7:50 AM	9:05 AM	75 min
First Bell	9:05 AM	—	—
SFA	9:15 AM	10:15 AM	60 min
Period 1/2	10:21 AM	11:35 AM	74 min
Lunch	11:35 AM	12:05 PM	30 min
Period 3/4	12:11 PM	1:26 AM	75 min
Period 5/6	1:32 AM	2:47 PM	75 min
Dismissal	2:47 PM	—	—

Minimum Day Schedule			
No Lunch			
Descrip. / Section	Start Time	End Time	Length
First Bell	7:50 AM	—	—
SFA	8:00 AM	9:00 AM	60 min
Period 1/2	9:06 AM	9:59 AM	53 min
Lunch	9:59 AM	10:29 AM	30 min
Period 3/4	10:35 AM	11:28 AM	53 min
Period 5/6	11:34 AM	12:27 PM	53 min
Dismissal	12:27 PM	—	—

Waiver Identification Form

School Site: Sylmar High School _____

Proposed School/Design Team Name: Sylmar Promise Academies/ Youth Policy Institute _____

Proposed Governance Model (mark all that apply):

- Traditional Local Initiative School Expanded School Based Management
 Pilot Network Partner

Waiver Request:

- | | |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Methods of improving pedagogy | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Assessments | <input checked="" type="checkbox"/> Scheduling |
| <input checked="" type="checkbox"/> Internal organization (e.g., SLCs) | <input checked="" type="checkbox"/> Professional development |
| <input checked="" type="checkbox"/> Budgeting control | <input checked="" type="checkbox"/> Mutual consent requirement for employees |
| <input checked="" type="checkbox"/> Teacher assignments* | <input checked="" type="checkbox"/> Staff appointments (e.g., department chairs)* |
| <input type="checkbox"/> Discipline & codes of conduct | <input type="checkbox"/> Other**: _____ |
| <input type="checkbox"/> Health and safety | |

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: Yvonne King-Burg Date: 02/03/2012

UTLA Chapter Chair/Rep: _____ Date: _____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: 02/06/2012_____

School/Office: Sylmar Promise Academies_____ Local District/Division: Local District 2_____

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

This waiver addresses the section of the collective bargaining agreement that deals with an elect to work agreement, thin contract and staffing.

Waiver Description: (Describe the actions that require a waiver)

- Elect to work agreement (mutual consent requirement for employees)
- Staffing (teacher assignments, staff appointments)
- Thin contract

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

This waiver for an elect to work agreement, staffing, and thin contract will allow Sylmar Promise Academies to achieve its mission to prepare students for academic success in high school, post-secondary education and professional careers, encourage students to be responsible and active participants in the community, and enable students to become life-long learners. The elect to work agreement, staffing, and thin contract waiver will contribute to the success of the SPA instructional program to link rigorous college preparatory curriculum with technical coursework through two industry-themed academies: health-medical and media-arts. These waivers will allow innovation and success in delivering relevant and effective curriculum, instruction, and professional development strategies that contribute to the academic success of students.

Requesting Administrator's Approval:

Yvette King- Berg _____ 02/06/2012 _____
Principal/Administrator *Yvette King- Berg* Date

Local District Supt/Division Head/Designee Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056