

FINAL LETTER OF INTENT

The Letter of Intent provides formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the New Campuses or one of the Focus Schools for the school year beginning 2012-2013. A complete Intent to Apply Packet includes a Letter of Intent and a signed PSC Commitments and Expectations form; the complete packet is due no later than **6:00 pm on Friday, November 18, 2011** and must be submitted to psc@lausd.net. Applicants are required to submit a Letter of Intent in order to be eligible to submit a proposal on November 18, 2011. If you have questions regarding the packet, please contact LAUSD at (213) 241-5104.

APPLICANT TEAM INFORMATION

Name of Applicant Team (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.)

Nidia E. Castro (Principal) on Behalf of Vista Middle School

Linda Del Cueto, Superintendent, Local District One

UTLA

Address:

15040 Roscoe Blvd. Van Nuys, CA 91402

Phone Number:

(818) 901-2727

Website (if applicable)

Vistamiddle.org

Email Address:

Nidia.castro@vistamiddle.net

School site for which your team is submitting a Letter of Intent:

VISTA MIDDLE SCHOOL

School type for which your team is applying:

☐ Traditional

☐ Pilot

☒ ESBMM

☐ Network Partner

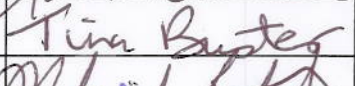
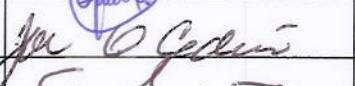

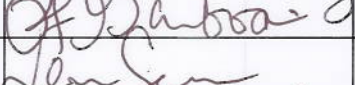
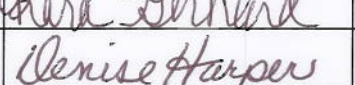
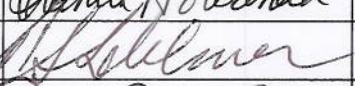
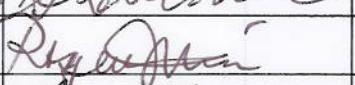
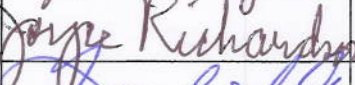
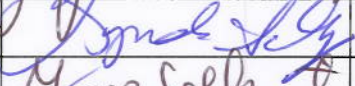
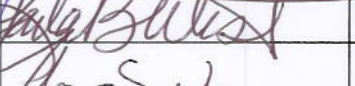


☐ Affiliated Charter

☐ Independent Charter

For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Linda Del Cueto		(818) 654-3600	linda.delcueto@lausd.net	LD 1
2. Juan Flecha		(818) 654-3600	juan.flecha@lausd.net	LD 1
3. Nidia Castro		(818) 901-2727	ncalles@lausd.net	Principal
4. David Feldman		(818) 901-2727	david.feldman@lausd.net	UTLA/VMS
5. Barbara Charness		(818) 400-1896	bcharness@aol.com	CSUN Partnership
6. Elias De La Torre		(818) 909-4500	exd4968@lausd.net	Panorama HS
7. Susan Garcia-Phillips		(818) 781-7665	susan.garciaphillips@lausd.net	Cal Burke HS
8. Connie Gervasoni		(818) 901-2714	connie.gervasoni@vistamiddle.net	Vista Middle
9. Cornelia Romey		(818) 901-2717	car0973@lausd.net	Vista Middle
10. Carlos Valdovinos		(818) 901-2718	carlos.valdovinos@vistamiddle.net	Vista Middle
11. Alby Dye		(818) 901-2727	alby.dye@vistamiddle.net	

Printed Name	Signature	Phone	Email address	School/Affiliation
10. Burman, Lauren		(818) 901-2727	lauren.hamilton@vistamiddle.net	Vista Middle
11. Buster, Tina		(818) 901-2727	tina.buster@vistamiddle.net	Vista Middle
12. Buterbaugh, Melinda		(818) 901-2727	melinda.buterbaugh@vistamiddle.net	Vista Middle
13. Cardenas, Alma		(818) 479-1436		Parent/VMS
14. Cedeño, Jose		(818) 901-2727	jose.cedeno@vistamiddle.net	Vista Middle
15. Cloud, Eric		(818) 901-2727	Eric.cloud@lausd.net	Vista Middle
16. Fernandez, Jose		(818) 901-2727	jose.fernandez@vistamiddle.net	Vista Middle
17. Fernadez, Alma		(818) 901-2727	alma.fernandez@vistamiddle.net	Vista Middle
18. Fuentes, Patty		(818) 901-2727	patricia.fuentes@vistamiddle.net	Vista Middle
19. Gennis, Jean		(818) 901-2727	jean.gennis@vistamiddle.net	Vista Middle
20. Gerhard, Kara		(818) 901-2727	kara.gerhard@vistamiddle.net	Vista Middle
21. Harper, Denise		(818) 901-2727	denise.harper@vistamiddle.net	Vista Middle
22. Holodnak, Ivania		(818) 901-2727	ivania.holodnak@vistamiddle.net	Vista Middle
23. Kobliner, Andrea		(818) 993-8552	akobliner@socal.rr.com	Community Rep
25. Macias, Raquel		(818) 901-2720	Raquel.macias@vistamiddle.net	Vista Middle
24. Madison, Neysa		(818) 901-2727	neysa.madison@vistamiddl.net	Vista Middle
25. Metelak, Hali		(818) 901-2727	hali.metelak@vistamiddle.net	Vista Middle
26. O-Rourke, Ian		(818) 901-2727	ian.orourke@vistamiddle.net	Vista Middle
27. Panasyan, Naira		(818) 901-2727	naira.panasyan@vistamiddle.net	Vista Middle
28. Perry, Cynthia		(818) 901-2727	cynthia.perry@vistamiddle.net	Vista Middle
29. Richardson, Joyce		(818) 901-2727	joyce.richardson@vistamiddle.net	Vista Middle
30. Schwarz, Lynda		(818) 731-5811	mommylynda@aol.com	Community
31. Solkovits, Greg		(213) 487-5560	gsolkovits@utla.net	UTLA
32. Virtue, Jina		(818) 654-3600	Jina.virtue@lausd.net	Local District 1
33. West, Karla		(818) 901-2727	karla.west@vistamiddle.net	Vista Middle
34. Wu, Thomas		(818) 901-2727	Thomas.wu@vistamiddle.net	Vista Middle
35. Zuccarello, Maria		(818) 901-2727	maria.zuccarello@vistamiddle.net	Vista Middle

1

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.

-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.

ASSURANCES FORM

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

- ☐ Traditional ☐ Pilot ☐ Network Partner ☒ ESBMM
☐ Independent Charter ☐ Affiliated Charter

Name of School Vista Middle School Name of Applicant Group/Applicant Team Local District 1/UTLA

Lead Applicant Linda Del Cueto Title of Lead Applicant Superintendent, Local District 1

Mailing Address 6621 Balboa Blvd – Van Nuys, CA 91406

Phone Number 818-654-3600 Fax Number 818-881-6728

Email Address Linda.delcueto@lausd.net Website (if available) _____

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.*
☒ 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

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 106.8 (a) (d) and 106.9 (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.

5. 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.

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

Name of Lead Applicant Linda Del Cueto Title of Lead Applicant Superintendent, Local District 1

Signature of Lead Applicant  Date 1/25/2012

Name of Board President* _____

Signature of Board President* N/A Date N/A

**The additional name and signature of the Board President is only applicable to organizations with a Board.*

ASSURANCES

Applicants must sign the attached Assurance Form (Appendix I) that provides LAUSD with their promise to adhere to specified terms and conditions in compliance with District and/or State policies, including enrollment priorities and composition, service plans for students with disabilities, school boundaries, facilities usage, and the attainment of applicable waivers.

All applicants must assure:

- that the applicant group they represent is not comprised of a for-profit entity. Documentation and certification of not-for-profit status (e.g. 501c3 forms) must accompany proposals submitted by external organizations.
- 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.
- that in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team 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 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 106.8 (a) (d) and 106.9 (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.

All external operator applicants must assure:

- that their not-for-profit organization is solvent. Submission of documentation must accompany the RFP proposal.

All independent charter school applicants must assure:

- that, in accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, independent charter school operators 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.

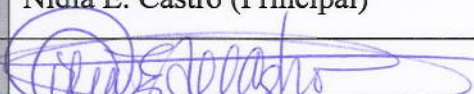
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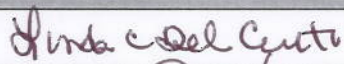
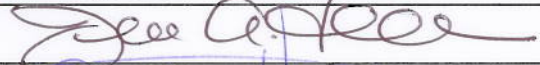
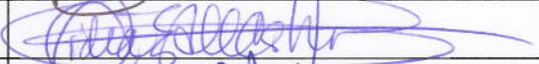



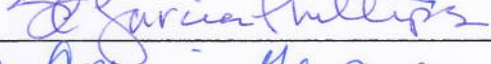


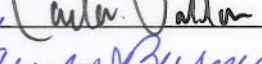
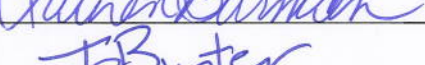



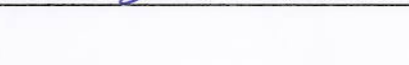
- that in accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter schools operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. 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.
- that 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.



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	Vista Middle School Linda Del Cueto, Superintendent, Local District One UTLA
Name of Team Representative	Nidia E. Castro (Principal)
Signature of Team Representative	

Design Team Member Name	Signature
1. Linda Del Cueto	
2. Juan Flecha	
3. Nidia Castro	
4. David Feldman	
5. Barbara Charness	
6. Elias De La Torre	
7. Susan Garcia-Phillips	
8. Connie Gervasoni	
9. Cornelia Romey	
10. Carlos Valdovinos	
11. Burman, Lauren	
12. Buster, Tina	
13. Buterbaugh, Melinda	
14. Cedeño, Jose	
11. Cloud, Eric	



12. Cardenas, Alma		
13. Dye, Alby		Alby Dye
14. Fernandez, Jose		Jose Fernandez
15. Fernadez, Alma		Alma Fernandez
16. Fuentes, Patty		Patty Fuentes
17. Gennis, Jean		Jean Gennis
18. Gerhard, Kara		Kara Gerhard
19. Harper, Denise		Denise Harper
20. Holodnak, Ivania		Ivania Holodnak
21. Kobliner, Andrea		Andrea Kobliner
22. Macias, Raquel		Raquel Macias
23. Madison, Neysa		Neysa Madison
24. Metelak, Hali		Hali Metelak
25. O-Rourke, Ian		Ian O'Rourke
26. Panasyan, Naira		Naira Panasyan
27. Perry, Cynthia		C. Perry
28. Richardson, Joyce		Joyce Richardson
29. Schwarz, Lynda		Lynda Schwarz
30. Solkovits, Greg		Greg Solkovits
31. Virtue, Jina		Jina Virtue
32. West, Karla		Karla West
33. Wu, Thomas		Thomas Wu
34. Zuccarello, Maria		Maria Zuccarello

Vista Middle School

Bell Schedules

2011-2012

Mon/ Thurs	Wed/ Fri	Start – End	Total Minutes
Warning Bell		7:50	
Advisory		7:56 – 8:50	54
1	2	8:56 – 10:37	101
Nutrition		10:37 – 10:54	17
3	4	11:01 – 12:42	101
Lunch		12:42 – 1:12	30
5	6	1:19 – 3:00	101

Tuesday Schedule as of 11/2/11		
	Start – End	Total Minutes
Warning Bell	7:50	
1	7:56 – 8:43	47
2	8:48 – 9:31	43
Nutrition	9:31 – 9:46	15
3	9:51 – 10:34	43
4	10:39 – 11:22	43
Lunch	11:22 – 11:52	30
5	11:57 – 12:40	43
6	12:45 – 1:28	43

Minimum Day Schedule			
Mon/ Thurs	Wed/ Fri	Start – End	Total Minutes
Warning Bell		7:50	
1	2	7:56 – 9:14	78
3	4	9:20 – 10:38	78
Brunch		10:38 – 11:00	22
5	6	11:07 – 12:25	78

Shortened Day Schedule			
Mon/ Thurs	Wed/ Fri	Start – End	Total Minutes
Warning Bell		7:50	
1	2	7:56 – 9:40	104
Nutrition		9:40 – 9:57	17
3	4	10:03 – 11:41	98
Lunch		11:41 – 12:11	30
5	6	12:17 – 1:55	98

Public School Choice 3.0 Performance Plan

PSC School Site: Vista Middle School

Design Team Name: Vista Middle School

	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	45%	36%	32%	Department Quizzes Periodic Assessment CST Scores	CST Scores Periodic Assessments	29%	26%
	<i>English Learners</i>	80%	70%	65%	After School Tutoring	CELDT Scores	60%	55%
	<i>Special Education</i>	83%	68%	60%	Saturday intervention	CMA results	55%	50%
	<i>African American</i>	54%	35%	30%	Motivational Assemblies		25%	20%
	<i>Latino</i>	45%	35%	30%	Rescheduling of classes		25%	20%
	<i>White</i>	38%	37%	30%	FBB/BB with stronger teachers		25%	20%
	<i>Asian</i>	33%	0%	0%	Cohort of teacher leaders		0%	0%
	<i>Economically Disadvantaged</i>	44%	35%	30%			25%	20%
2	% of all students scoring Prof or Adv	22%	30%	33%	Partnership with the Center for Language Minority Educational Research (CLMER) office at Cal State Long Beach	Periodic Assessments CST scores	37%	41%
	<i>English Learners</i>	1.5%	2.8%	15%	SDAIE Strategies	CELDT scores	15%	20%
	<i>Special Education</i>	3%	4%	10%	PD for Differentiation	CMA results	20%	25%
	<i>African American</i>	26%	24%	30%	PD on CRRE		35%	40%
	<i>Latino</i>	20%	28%	30%			35%	40%
	<i>White</i>	44%	47%	50%			55%	60%
	<i>Asian</i>	n/a	n/a	100%			100%	100%
	<i>Economically Disadv.</i>	22%	30%	36%			50%	54%
CST MATH								
3	% of all students scoring FBB/BB	50%	46%	41%		Periodic Assessments	37%	33%
	<i>English Learners</i>	76%	71%	66%	Vista Math Model	CST scores	60%	55%
	<i>Special Education</i>	83%	64%	54%	Writing Across the Curriculum	CMA results	44%	34%
	<i>African American</i>	68%	57%	50%	Articulation		45%	40%
	<i>Latino</i>	52%	48%	40%	Parent Summits		35%	30%
	<i>White</i>	44%	45%	40%			35%	30%
	<i>Asian</i>	11%	0%	0%			0%	0%
	<i>Economically Disadv.</i>	50%	47%	45%			40%	35%

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
4	% of all students scoring Prof or Adv	18%	23%	26%		Periodic Assessments	29%	32%
	<i>English Learners</i>	4%	6%	15%	Targeted and focus PD	CST scores	20%	25%
	<i>Special Education</i>	5%	7%	10%	Differentiation PD	CMA scores	15%	20%
	<i>African American</i>	12%	16%	30%	CST Prep during Advisory		35%	40%
	<i>Latino</i>	17%	22%	30%	"CST in a Box"		35%	40%
	<i>White</i>	17%	26%	36%			41%	47%
	<i>Asian</i>	n/a	n/a	100%			100%	100%
	<i>Economically Disadv.</i>	18%	23%	36%			41%	47%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	16%	16%	21%	Motivational Assemblies Parent Institute Monitoring	CELDT scores	24%	27%
8	% EL Students Scoring Proficient on CELDT	48%	49%	50%	CELDT Boot Camp	CELDT scores	55%	60%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	N/A				N/A	N/A	N/A
10	CAHSEE Pass Rate (10 th grade)	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
12	% Graduates Meeting A-G Requirements	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
	% Retained 9 th Graders	N/A				N/A	N/A	N/A
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	56%	62%	66%	Perfect Attendance Awards Parent Communication PSA Support Parenting Classes Incentive Program	School Experience Survey results	71%	76%
14	Attendance Rate for All Staff	61%	66%	69%	Certificates for perfect attendance	Survey Results	74%	79%


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
					Attendance Incentives			
15	Number of Suspensions	5%	12%	7%	Positive Behavior Incentives "Vista Bucks" Lunch with the Dean Parent communication After School behavior support Saturday Behavior Support	Decrease on ODRs	5%	4%
16	School Experience Survey: % Parents Participating	25%	11%	35%	Parent Summits Parent workshops Volunteer opportunities	School Experience Survey	45%	55%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	85%	88%	93%	Open and honest communication with parents Parent Summits	School Experience Survey	97%	100%
18	<i>Culture or Mission-Specific Indicator</i>							
19	<i>Culture or Mission-Specific Indicator</i>							
20	<i>Culture or Mission-Specific Indicator</i>							

Vista Middle School

September 24, 2011

Design Team Name

Date


Applicant Team Representative Signature


Local District Superintendent Signature

Public School Choice 3.0 Performance Plan

Instructions

1. % of Students Scoring FBB/BB 3. on CST (ELA and Math)	<p>Number of students scoring Far Below Basic/Below Basic divided by the number of students tested.</p> <p>For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.</p>
2. % of Students Scoring P/Adv 4. on CST (ELA and Math)	<p>Number of students scoring Proficient or Advanced divided by the number of students tested.</p> <p>See Data Summary Sheet Boxes 3 and 4.</p>
5. Number of First Time 9 th Graders	<p>Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.</p>
6. % Retained 9 th Graders	<p>Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year.</p> <p>See School Report Card page 1.</p>
7. Reclassification Rate (EL)	<p>Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year.</p> <p>See Data Summary Sheet Box 9.</p>
8. % EL Students Scoring Proficient on CELDT	<p>Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested.</p> <p>See School Report Card page 4.</p>
9. Four Year Cohort Grad Rate	<p>Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out.</p> <p>See School Report Card page 2.</p>
10. CAHSEE Pass Rate (10 th grade)	<p>Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested.</p> <p>See School Report Card page 1.</p>

Public School Choice 3.0 Performance Plan

11. % Students in A-G Courses Receiving Grade of C or Higher	<p>Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses.</p> <p>See Data Summary Sheet.</p>
12. % Graduates Meeting A-G Requirements	<p>Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort.</p> <p>See School Report Card page 2.</p>
13. Attendance Rate for Students	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14. Attendance Rate for All Staff	See Data Summary Sheet Box 10.
15. Number of Suspensions	See Data Summary Sheet Box 10.
16. School Experience Survey: % Parents Participating	<p>Available in School Experience Survey results.</p> <p>http://reportcardsurvey.lausd.net/surveys/reports.jsp</p>
17. School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	<p>Provide the overall percentage for the school.</p> <p>Available in School Experience Survey results.</p>
18- 20. Culture or Mission-Specific Indicators	Design teams may add their own indicators.



LOS ANGELES UNIFIED SCHOOL DISTRICT

VISTA MIDDLE SCHOOL

15040 Roscoe Boulevard, Van Nuys, California 91402
Phone (818) 901-2727 FAX (818) 901-2740

John E. Deasy, Ph.D.
Superintendent of Schools

Linda Del Cueto
District 1 Superintendent

Nidia Castro
Principal

January 30, 2012

PETITION FOR GOVERNANCE MODEL

This is to certify that the voting results of Vista Middle School were 75% in favor of the Expanded School-Based Management Model (ESBMM).

No waivers are requested at the time of submission. Future waiver requests will be determined, as needed, during year one of plan implementation.

Nidia Castro
Principal

David Feldman
UTLA Chapter Chair

Vista Middle School

Appendix L

Principal Job Description

The Principal for Vista Middle School should be an Instructional leader and demonstrate the four key dimensions of being an instructional leader.

5. *Resource provision:* ensuring that teachers have the materials, facilities and necessary budget to perform their duties.
6. *Instructional support:* active support of day-to-day instructional activities and programs by modeling desired behaviors and consistently prioritizing instruction.
7. *Communication:* setting clear goals for the school and articulating these goals to faculty, staff, parents, and community.
8. *Visibility and presence:* engaging in frequent classroom observations, participation in professional development, and being highly accessible to faculty and staff.

The Principal must be a transformational instructional leader capable of relentlessly aligning the school with our student-centered philosophy, based on a shared vision of all students becoming college prepared and career ready graduates. The principal must also coordinate and orchestrate the development of a school culture, buttressed by for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement.

The Principal should possess the following components of effective school leadership.

- *Situational Awareness:* principal is aware of the details and undercurrents in running of the school and uses this information to address current and potential problems
- *Knowledge of Curriculum, Instruction, and Assessment:* principal is knowledgeable about current curriculum, instruction, and assessment practices and can lead it, because he/she is familiar with it
- *Ideals/Beliefs:* principal communicates and operates from strong ideals and beliefs about schooling defined as a framework for action that defines what is distinctive about this school and what it stands for.
- *School Culture:* principal fosters shared beliefs and a sense of community and cooperation aligned with our vision of Professional Culture.
- *Communication:* principal establishes strong lines of communication with and among teachers and students. He/she recognizes student and staff performance and is able to provide descriptive feedback at regular intervals.
- *Monitoring/Evaluation:* principal monitors the effectiveness of school practices and their impact on student learning through regular monitoring and evaluation of Curriculum, Instruction, and Assessment to ensure "transfer" to the classroom and hold staff accountable in ways that are fair and transparent.
- *Discipline:* principal protects teachers from issues and influences that would detract from their teaching, keeping time for teaching and learning free from interruptions and distractions.

VISTA MIDDLE SCHOOL
Tentative Professional Development Calendar
2012-2013

Fall Semester Dates	Focus	Spring Semester Dates	Focus
9/11/12	House/Team: (PBL)Project Focus and Timeline Design Data-What is available? How do we access Data?	2/5/13	House/Team: Project Focus and Timeline Design
9/18/12	Department– Data Analysis How do we analyze Data to inform our instructional practices? Asset Building	2/12/13	Department – Grade Level/Content Areas: Standards-Based Assessment and Planning
9/25/12	PD– Session 1 Assessment RTI/ Problem Solving Model	2/19/13	PD– Session 6 21st Century Skills Writing Communication Developing Information Literacy
10/2/12	Grade Level/Content Areas: Standards-Based Assessment and Planning Bringing content to Life	2/26/13	Vertical Articulation with PHS and VRES13 - PBL
10/9/12	Grade Level/Content Areas Building Student Leaders Management, Engagement, Environment	3/5/13	Grade Level/Content Areas: Standards-Based Planning
10/16/12	Department/ Standards-Based Instruction, Data analysis, Assessment. Formal and informal Assessments	3/12/13	Department – Grade Level/Content Areas: Review of Assessment Data; Utilization of Data for Planning
10/23/12	PD– Session # 2 21st Century Skills SDAIE	3/19/13	PD– Session # 7 Writing Across the Curriculum
10/30/12	Vertical Articulation Session with VRES13 – Vertical data analysis	3/26/13	Spring Break
11/6/12	Houses/Content Areas: Review of Assessment Data; Utilization of Assessment Data for Planning	4/2/13	Vertical Articulation Session with VRES13 and PHS Testing Preparation
11/13/12	Department – Grade Level/Content Areas: Standards-Based Planning	4/9/13	Department – Grade Level/Content Areas: Standards-Based Planning

11/20/12	PD/PLCs– Session 3 Writing Across the Curriculum Differentiation Interdisciplinary Teaching	4/16/13	PD/PLCs – Session 8 Project Based Learning
11/27/12	Vertical Articulation with VRES13 and PHS 21 st Century Skills Development	4/23/13	PLE – Grade Level/Content Areas: Review of Assessment Data; Utilization of Assessment Data for Planning; Targeted Boot camp Instruction for CSTs
12/4/12	Content Areas: Standards- Based Planning T.E.A.M.S Implementation	4/30/13	Vertical Articulation with VRES 13 and PHS – Writing Across the Curriculum
12/11/12	Departments	5/7/13	Department – Grade Level/Content Areas: Standards-Based Planning
12/18/12	PD/PLC –Session 4 Project Based Learning Portfolios Student-Led Conferences Service Learning	5/14/13	PD—Session 9 Assessments
1/8/13	Houses- Grade Level/Content Areas: Review of Assessment Data; Utilization of Assessment Data for Planning	5/21/13	Articulation with VRES13 and PHS Culminating Activities
1/15/13	Vertical Articulation with VRES13 and PHS Lesson Design - PBL	5/28/13	PLE– Grade Level/Content Areas: Review of Assessment Data; Utilization of Assessment Data for Planning

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Waiver Identification Form

School Site: Vista Middle School

Proposed School/Design Team Name: Vista Middle School – Local District 1

Proposed Governance Model (mark all that apply):

- ☐ Traditional

 ☐ Local Initiative School

 xx ☒ Expanded School Based Management
☐ Pilot

 ☐ Network Partner

Waiver Request:

- | | |
|---|--|
| <input type="checkbox"/> Methods of improving pedagogy | <input type="checkbox"/> Curriculum |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Scheduling |
| <input type="checkbox"/> Internal organization (e.g., SLCs) | <input type="checkbox"/> Professional development |
| <input type="checkbox"/> Budgeting control | <input type="checkbox"/> Mutual consent requirement for employees |
| <input type="checkbox"/> Teacher assignments* | <input 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: _____

Date: 1/30/12

UTLA Chapter Chair/Rep: _____

Date: 1/30/12