Sun Valley Middle School PSC 3.0

Today's Actions, Tomorrow's Successes

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A-1. Mission and Vision

Mission

The mission of Sun Valley Middle School (SVMS) is to support every student's diverse intellectual, social, emotional, and physical strengths and needs by utilizing the highest standards of instructional practices and promoting the development of the elite leaders of tomorrow. Emphasis will be placed on challenging students to develop the problem-solving and interpersonal skills to succeed in the 21st Century. SVMS will encourage students toward academic success in middle school while preparing them for high school, post-secondary education and professional careers.

Vision

The vision of Sun Valley Middle School is to serve as the hub and heart of the community, providing both academic support and social services for all students and their families. SVMS is committed to establishing a culture of learning that cherishes and celebrates academic achievement, independent thinking, and personal growth. Students will have a strong foundation of knowledge, skills, and abilities in core academic subjects and a commitment to the community. SVMS will foster positive relationships in a safe and supportive environment and work collaboratively with parents and the community. SVMS will nurture every student to foster skills and self-confidence and develop pioneers of today into global pioneers of tomorrow.

Core beliefs

Students will:

1. Develop as inquisitive, compassionate, and confident learners with a solid academic foundation and a strong sense of community;
2. Possess a respectful curiosity and global awareness to interact across cultures with confidence and demonstrate a commitment to doing what is morally sound (a school motto is "Do the Right Thing"); and,
3. Have a commitment to leading lives of purpose and service within the community. Educators will:
1. Be professionals who are drawn to a learning community committed to educational best practices: rigorous conversations about pedagogy, effective use of technology, and other 21st-century skills;
2. Be deeply committed to working with students in a wide variety of contexts;
3. Develop the capacity of the school to anticipate and effectively respond to the differentiated needs of the students; and,
4. Constructively support and collaborate on best practices to develop continual growth.

Administrators will:
1. Work collaboratively with teachers to provide an encouraging learning and working environment;
2. Be leaders in guiding and teaching pedagogy and valuing professional dedicated educators by supporting innovative teaching practices;
3. Provide a safe and supportive place that fosters growth for all;
4. Foster a culture of learning that cherishes and celebrates academic achievement and intellectual engagement within a varied curriculum;
5. Attract, develop, and retain extraordinary faculty and administrators;
6. Have a collaborative and inclusive leadership style;
7. Provide opportunities for vertical and horizontal alignment;
8. Provide a stimulating, positive, and healthful learning environment;
9. Provide a college-preparatory environment that will prepare and educate students for high school and A-G college requirements; and,
10. Partner effectively and collaboratively with parents/guardians and other stakeholders. Parents and Families will:
1. Support the growth and development of their children through collaboration with teachers and consistent involvement and communication;
2. Cultivate a responsible student by having high expectations and monitoring their daily progress; and,
3. Be active members of the Sun Valley Middle School community through a variety of volunteer opportunities.

A-2. School Data Analysis

API, AYP, and PI Outcomes

Sun Valley Middle School is a Program Improvement year 5 school whose API showed a 16-point growth to a score of 659 for the 2010-11 school year. Compared to its score 5 years ago in 2006-7, it has achieved a net growth of 51 points. With a similar schools rank of 3, it met 11 of the requisite 21 AYP criteria in 2011.

Demographics

Hispanics and Latinos make up 95.3% of Sun Valley Middle School's population, with the remainder split between Whites (1.4%), African Americans (1.5%), and Filipinos (.6%). Additionally, 90.2% of Sun Valley's students qualify for Free/Reduced Price Meals, an indicator of economic distress. English Learners comprise 32.8% of total enrollment. In this group, most students (31.8% out of a total 32.8%) speak Spanish, with .3% each who speak Filipino and Somali. The current reclassification rate is 16.4%, a 4.8 point drop from the previous year. Sun Valley met Annual Measurable Achievement Outcomes (AMAO) 1 – CELDT Annual Growth, and AMAO 2 – Attaining English Proficiency >5 Yrs.

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Technology

According to Education Data Partnership (2011), SVMS had 428 computers, a ratio of 3.4 students per computer and 99 classrooms with access to the Internet in 2009-10. SVMS is working with the Youth Policy Institute to establish a computer center through its Broadband Technologies Opportunities Program (BTOP) and provide access to broadband technology.

 In 2011, 76% of 6th graders, 70% of 7th graders, and 71% of 8th graders scored below Proficient in English Language Arts. Similarly in Mathematics: 73% of 6th graders and 81% of 7th graders scored below Proficient, with the majority scoring in Below Basic. The lowest scores are in the General Mathematics subject area: 92% of students are performing below Proficient, with only 7% performing in Proficient, and 1% in Advanced. Results are more evenly distributed across categories on the Algebra I, History – Social Science, and Science subject areas. For example, in the History – Social Science subject area, 32% of 8th graders scored in the Basic category with scores almost equally distributed amongst the other four remaining categories. In Science, about half the 8th graders (55%) scored below Proficient, with the remaining 45% scoring Proficient or better. Of the eighth graders enrolled in Algebra 1AB, 65% passed with a "C" or better. Among 7th graders taking the Algebra I test the highest percentage scored in the Proficient category(52%) and the lowest percentage scored in the Far Below Basic category (9%). SVMS will implement programs and strategies that focus on improving math and English achievement.

 In 2010, over 70% of each category of students (6th, 7th, and 8th graders) performed below proficient on the English Language Arts section of the CST. Of these students, over 30% performed at either a Below Basic or Far Below Basic level. In Mathematics, the percentages of students performing below Proficient were 74% and 70% for 6th and 7th graders, while the percentages of students scoring Proficient or above were 25% for 6th graders and 30% for 7th graders, with the majority of 7th graders (25% out of 30%) scoring in the Proficient category. Similarly, 81% of students performed below Proficient in History – Social Science, with 71% below Proficient in Science. In both subject areas, the bulk of the testers (35% and 28%, respectively) scored in the Basic category. This is a trend in all of the subject areas, again, except in Algebra I, where the majority of students (47%) performed in the Proficient category.

 CSTs: Ethnicity

At SVMS, though African Americans only make up 2% of the total population, 43.8% were scoring Proficient and Advanced on the ELA exam, putting their score above any other group. Further, this reflected a 16.5-point gain. On the other hand, the White population, which comprises 1% of the population, was the only group to show a decrease in scores, dropping 8.3 points from 2010 to a current 25% who are passing the ELA with Proficient and Advanced scores. Latinos (95% of the population) have shown slight, though steady growth over the past 5 years, now at 27.3% passing in the Proficient and Advanced ranges. The school will utilize culturally relevant instruction to connect learning with student's lives.

CSTs: Students with Disabilities (SWD)

A very small percentage (under 5%) are scoring in the Proficient and Advanced range in ELA. In math, 6.7% scored in the Proficient/Advanced range, marking a 9.7-point drop from the previous year's results. On both the ELA and math exam, SWDs demonstrated a decrease in scores from the previous year. SVMS will provide support and resources to improve SWD performance.

CSTs: Economically Disadvantaged

All students at SVMS are categorized as economically disadvantaged, and of those, 25.7% are scoring in the Proficient and Advanced range in math, which shows significant growth from all previous data except last year's, which was at a high of 30.3%. Despite an overall growth over the last 5 years, the most current results show a drop from last year's scores in math. In ELA, 27.7% of economically disadvantaged students are scoring Proficient or above, which marks a steady growth of about 2.2 points each year over the past 5 years. The school will work with YPI to provide students and families with wraparound services and resources to increase income.

CSTs: Gifted

Only 5% of the population is identified as Gifted, and of the 69 students who were tested, over 90% were scoring in the Proficient and Advanced categories across multiple subjects, including ELA, math, history and social science, and science. The one exception was in Algebra I, where only 70% of gifted 8th graders were scoring in the two upmost ranges. Gifted 7th graders were underperforming relative to their 6th and 8th grade counterparts in every subject.

 CSTs: English Learners (EL)

Of all the groups, English language learners had the least percentage of testers (2%) scoring in the Proficient and Advanced range for the ELA exam. This is at least a 1-point growth from 2010. Similarly in math, ELs again had the fewest number of students scoring in the Proficient and Advanced range, at 6.4%. This is a .4 point drop from the previous year's scores on the math exam, but more students took Algebra I than the previous year. A priority of the school is providing more support for ELs.

 Goals

The following goals for the first three years of operation have been established by the applicant team and are found in the attached Performance Plan. The applicant team is made up of knowledgeable and well-qualified people with diverse skill sets. (See Applicant Team Analysis) Evidence of their abilities along with the partnership with Youth Policy Institute (YPI), demonstrates that there is the capacity to provide leadership and support for teachers and staff to reach their goals.

To attain these academic goals, the teachers and school leadership will utilize proven learning strategies, including differentiated instruction, Thinking Maps, the spiraling of key standards throughout the school year, Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies(for ELA), after school intervention, and Response to Intervention and Instruction. The staff at SVMS will work to halt the downward

trend of test scores as students enter the secondary level and build upon the student achievement that the elementary schools are experiencing.

SVMS will work to reduce the percentages of students scoring at below basic (BB)/far below basic (FBB) levels in English Language Arts (ELA). Given baseline data from 2009-2010 and 2010-2011, SVMS will reduce the percent of all students scoring FBB/BB to 32% in Year 1 and 10 percentage points lower each following year. SVMS will focus efforts on English Learnersand Special Education students and decrease percentages to 75% and 81% respectively in the first year and 5 percentage points lower each subsequent year.

 SVMS will work to increase the amount of students scoring at proficient and advanced in ELA. Based on baseline data, SVMS will increase the percent of all students scoring at Proficient/ Advanced levels to 37% the first year and 10 percentage points higher each year thereafter. SVMS will focus on increasing the percentage of English Learners and Special Education students to 10% each in year one and 5 percentage points higher each following year.

 SVMS will work to reduce the percentage of students scoring at the lowest two levels on the CST Mathematics section. Given baseline data, SVMS will decrease the amount of all students performing at BB/FBB levels to 30% the first year and 10 percentage points lower each year that follows. The percent of English Learners and Special Education students will decrease to 65% and 58% respective the first year and 5 percentage points lower each following year.

 SVMS will work to increase the percentages of students scoring at Proficient and Advancedlevels in Math. All students scoring at these two highest levels will increase to 40% and 10 percentage points higher each subsequent year. The amount of English Learners and Special Education students will increase to 15% and 10% respectively the first year and 5 percentage points higher each year that follows.

 A special focus will be placed on shrinking the Long-Term English Learner population, pushing for reclassification prior to the completion of middle school. When setting goals specifically for the English Learner population, the teachers and school leadership of SVMS will look initially at the percentage of students scoring proficient on the CELDT each year, allowing them to meet at least one of the three criteria for reclassification. The goal for the first school year will be to increase the rate of the English Learners scoring Proficient on the CELDT to 66% and five percentage points each year thereafter. This goal, along with the commitment to reducing the population of students scoring Far Below Basic and Below Basic on the CST English Language Arts section, will ensure that more English Learners will be eligible for reclassification.

 SVMS will strive to create a place where students, staff and families want to be. The applicant team will incorporate the suggestions and concerns of parents and school community to shape the school culture.

 SVMS will establish the goal of increasing the student attendance rate to 100% each year. Additionally, certificated and classified staff will also work to increase their attendance rates to 100% each year to model successful behaviors for the students.

SVMS will work to make 100% of all parents, guardians and other visitors welcome on our campus 100% of the time. All staff members will be trained with customer service skills. Communication between staff and parents will be friendly and consistent via newsletters, school marquees, meetings, parent center training and activities, Connect-Ed telephone reports, and volunteer opportunities.

SVMS will work to make sure 100% of parents, guardians and other members of the community know there are opportunities for involvement at the school. SVMS will encourage these individuals to speak with teachers about their child's schoolwork, become informed about available academic services, participate in parent councils and organizations, and attend trainings. To improve this form of constructive communication and engagement, the school will commit to monthly parent events such as award assemblies, parent conferences, parent workshops, coffee with the principal, and student performances.

SVMS will be a school where every student feels safe while on campus—before, during, andafter school. The Positive Behavior Support Plan is a priority will be incorporating character education lessons during the flex period in the Enrichment classes as well as in other subject areas.

SVMS will work to increase students aspiring to graduate from college and create a school-wide college going culture. The formation of two brand new academies/houses (AVID and Environmental Sciences—both including AVID college-bound strategies) will assist in this goal. The amount of students who plan the highest level of education (technical/vocation school, two and four year college, and graduate degree) will increase to 70% and 10 percentage points higher each following year. Staff will foster an environment that is filled with positive messages and decorations from institutions of higher education. Teachers will be accommodated to collaborate on developing lessons during the conference and Common Planning Time (CPT) when possible that will emphasize preparation for success in high school and college. The school will also invite guest speakers from local colleges and universities, such as professors, current students, and alumni from the local high schools who already graduated from college. Moreover, SVMS will host an annual College Career Fair where members of the community are invited to participate.

SVMS will establish multiple monthly, weekly and semester recognition programs to reward positive behaviors, academics and other achievements whenever possible. The school will measure success toward meeting culture and climate goals through the use of annual parent and student surveys.

A-3. Applicant Team Analysis

The applicant team for SVMS is comprised of a partnership between the staff and administration of SVMS and the Youth Policy Institute (YPI). Together, the team has the ability to successfully manage the academic operations of the school. The team is well-suited to meet the academic needs of the students and be successful in a turnaround environment. Members of the team bring a diversity of skill sets and successful collective track record. All members of the SVMS

applicant team have worked together in numerous capacities at schools within the East Valley neighborhood of LAUSD's Local District 2. All of the applicant team members have a profound commitment to the network of schools they have served in their careers as educators in LD2's East Valley neighborhood.

Robert F. Lee is the current principal at SVMS. He has done doctoral work at UCLA in Educational Leadership. He holds a Master's degree in Educational Administration and has been an administrator at the Elementary, Middle and District level for the past 6 and a half years. His leadership at those schools he has worked in have brought tremendous increases in API during his tenure. He also supported and guided the PSC process for Local District 5 from the writing to implementation for the past 2 years. Included in his duties was the opening of new schools and the successful opening of Torres High School. Mr. Lee understands the vertical needs of students from elementary through high school as well as the needs of adult learners. Mr. Lee has also lived in the East San Fernando Valley for over 20 years and is well attuned to the needs of the Sun Valley community. Since his arrival in July parent participation has been slowly increasing due to Mr. Lee's open door policies and outreach to parents. This is evidenced by the fact that we had the largest turnout of parents for new parent orientations, back to school night and parent conferences in over 10 years, while enrollment continues to decline. Mr. Lee is also fully fluent in oral and written Spanish which our parents and community fully appreciate.

Jeannine Topalian has been serving as SVMS' psychologist for the past 5 years. She holds a Doctorate in Educational Psychology, postgraduate certification in School Neuropsychology, Master's in Counseling and School Psychology, and a Pupil Personnel Services Credential in School Psychology. She has extensive knowledge of and experience in working with youth and low-income families, having operated in the San Fernando Valley region for over 10 years. She has collaborated with various community agencies and leaders to better leverage resources and improve programming. She contributed to the bridging of the gap between school programs and community agencies by overseeing the training and provision of education and mental health programs for the youth of the community by increasing parental involvement. At SVMS, Dr. Topalian works with the principal, school and support staff, parents, students, and community agencies to implement school-wide instructional and behavioral prevention and intervention programs. She also works specifically with students with special needs and is certified to assess, evaluate, and service students within all 13 areas of qualification, including students with ADHD, neurological disorders, mental retardation, autism, emotional disturbance, specific learning disabilities, and other health impairments.

Alicia Bernal has been serving as the Title III Access to Core Coach at SVMS for the past year in a half. She has a Master's degree in Educational Administration, BCLAD, and a Bachelor's degree in Liberal Studies with an emphasis in Spanish. She has worked as a middle school teacher, a High Point Expert, and a Title III Access to Core Expert. She worked with Beyond the Bell and Language Acquisition Branch to develop the Beyond the Bell High Point. Intervention curriculum for English Learners and to organize the district training of the High Point Intervention curriculum. Mrs. Bernal has worked with teachers in grades 6th -12th in the delivery of instruction using SDAIE strategies and district initiatives such as Thinking Maps for English

Learners to maximize student's access to core curriculum. She has assisted in WASC school visits. Mrs. Bernal has facilitated district trainings on Thinking Maps, CELDT administration, and Response to Instruction and Intervention. As the Instructional Coach at SVMS Mrs. Bernal guides teachers in the use of assessment data, examination of student work, planning and delivery of instruction for ELs. She also facilitates banked-time, grade- level/department meetings, and study groups to assist teachers in accelerating EL academic achievement.

Randy Cowen received his B.A. from the University of California at Los Angeles, M.A. from San Jose State, and teaching credential through the LAUSD District Intern Program. He is certified by the National Board for Professional Teaching Standards (NBPTS) in Early Adolescence and Social Studies-History. He received his Gifted and Talented Education (GATE) certification from the University of California at San Diego. He has been teaching 6th grade CORE English and Social Studies at Sun Valley Middle since 1999. He has served as the Support Provider for the LAUSD'S Beginning Teacher Support and Assessment (BTSA) program from 2003-2010, and was the 6th grade English and Social Studies Department Chair for 3 years. He has been a member of the Sun Valley Response to Instruction and Intervention Team (RTI2) since 2009, and remains so currently.

Sean Heidemann has been an ESL teacher since 2003 and was the ESL Co-Department Chair for two years. He has extensive training in SDAIE, differentiated instruction, and visual/thinking maps. He has demonstrated consistency in raising CST scores and worked extensively and collaboratively with colleagues to formulate lesson plans that cater to all the learning modalities. His qualifications include: Multiple Subject Clad Credential, High Point Curriculum Expert, proficiency in Word and PowerPoint applications, and a demonstrated familiarity with integrating technology into classroom activities and lesson plans. Mr. Heidemann has a penchant for building rapport with students, staff, and parents, and in so doing has helped to establish a supportive school community.

Jeanette A. Fodor, health and science teacher, has been teaching at SVMS since 1999, and therefore, understands the school population well. She has served as Co-chair of the School Site Council and is currently secretary for the same council. Besides being the Co-chair for the Science Department, she is also the 7th Grade Science and Health Coordinator and has been a member of the Professional Development Committee. Since 2004, she has volunteered duties for the Educational Technology Support Team. Ms. Fodor also found time to be a science mentor for two years. She has a Clear Multiple and Single Subject Credentials in health and general science, along with a B.A. in Business Administration from Loyola Marymount University. Ms. Fodor is currently enrolled at National University in the Administrative Credential Program.

Mark Burrell, math and science teacher, has a Multiple Subject Credential for grades K- 8 from the University of Phoenix and a B.A. from CSU Long Beach in English. He has been teaching at Sun Valley since 2002. Currently, he is the 6th grade math/science department chair, a position he previously shared. In the past, he has served as a Math Cadre and MSTP participant. He has participated in over 120 professional development training hours in incorporating technology

into the classroom. Since 2006, he has participated in the 6th grade tectonics immersion unit and been a member of the Grade 6 IC3 Model Lesson Development Team.

Stephen Eric Franklin holds two credentials (multiple subjects and single subject social science). Mr. Franklin has been teaching at SVMS since 1999. He received his B.A. from California State University, Northridge in Political Science and M.A. from the University of Southern California in Public Policy, with an emphasis in education policy. He has taught gifted/honors students and ESL, served as the student government advisor, organized major fundraising activities, coordinated student presentations to the LAUSD Board of Education and the Los Angeles County Board of Supervisors, and has led and organized student trips to Sacramento and Washington, D.C. Moreover, he created PROJECT GIVE (Getting Involved Volunteer Education) as a service-learning tutoring program between Sun Valley, the Social Justice Academy at North Hollywood High School, as well as the teacher training program at Polytechnic High School. He served as SVMS' staff development trainer, planning workshops designed to enhance teamwork in Academies. Mr. Franklin is a former LAUSD *Teacher of the Year*, as well as Los Angeles County *Teacher of the Year*, and has been awarded the *Bank of America Community Hero Award*.

Marine Davtyan earned her Clear Credential in Elementary Education issued from the California Commission on Teacher Credentialing, and her B.A. from California State University, Northridge in Liberal Art Studies with a concentration in mathematics. Additionally, she has been issued a Supplemental Mathematics Authorization by the Commission on Teacher Credentialing. As the math department chair, Ms. Davtyan organizes and leads professional development for staff. She also works collaboratively with fellow Response to Intervention (RtI2) team members to organize tier 1, 2, and 3 trainings. She is affiliated with the California Mathematics Council has been a central member of Sun Valley's Professional Development Committee, and a PEARSONS team leader.

Bradley Greer has been serving as the art teacher at Sun Valley Middle for over 13 years. He received a Master of Fine Arts (MFA) and Single Subject Teaching Credential from the California State University in Los Angeles and Bachelor of Fine Arts from the Otis Art Institute of Parsons School of Design in Los Angeles. He serves as the Electives Department Chair for the School Site Council, runs the after school art program, and has organized school and community mural and art projects and student exhibitions.

Eric Schoenke has been a physical education teacher at Sun Valley for three years although he started at Sun Valley as a sixth grade math, science, history teacher. Along with his multiple subject and physical education credentials, he holds a credential in history. Although Mr. Schoenke started his teaching career in Los Angeles, before beginning at Sun Valley he taught for three years in Beijing, PRC. His knowledge of Spanish, which he learned in Peace Corps Guatemala, is an asset to the student and community demographics of Sun Valley.

Miguel Angel Mireles, multiple-subjects teacher, received a Clear Credential from the National University, a Supplementary Subject Matter Credential in Music and a Multiple Subject

California Teaching Credential from California State University, Northridge. He has been teaching at Sun Valley MS since 2001 and has shared a leadership role on its Decision-Making Council from 2006-2008.

Stephanie Greene has been serving as a physical science teacher at Sun Valley for two years. She received her B.A. from California State University, Northridge in Child Development and M.A. from California State University, Los Angeles in Education specializing in Science and Single Subject Credential in Foundational Level Science. Currently, Ms. Greene co-leads the Students Run L.A program at SVMS. She is also a member of the Green Team Tree People in Sun Valley. Ms. Greene's experiences include working with international students with the Satellite and Education Conference focusing on the Jet Propulsion Laboratory and global climate change. In addition, she has provided enrichment and support services to student in the LA's Best after-school program. Ms. Greene has worked with Strides provide alternative therapy to children with autism and cerebral palsy.

Diane Winesburg has been teaching at SVMS since 2001. She has a strong ability to differentiate instruction based on student interests and needs, and has mentored new teachers on how to utilize new teaching methods that reach out to every pupil. She has a Clear Single Subject Teaching Credential in English, a Master of Fine Arts in Design from New York University, and a B.A. in drama from San Jose State. Her training includes: High Point, Developing Readers and Writers (Language!), Action Learning Systems, Princeton Review, and Read 180.

John S. Freel is a teacher at SVMS. He has obtained a B.A., M.A., and J.D. He is a Level 2 Special education specialist, Behavior Intervention Case Manager. He previously worked as a Los Angeles County Office of Education Special Education Teacher. He also worked at Santa Paula High School as a Special Education Teacher, Coordinator and Chair.

As evidenced below, Sun Valley Middle School's partner, YPI's leadership is experienced, diverse and knowledgeable in improving school operations and transforming education and has the capacity to successfully manage the academic operations at multiple schools. It takes an understanding of the educational environment, knowledge of best and research-based practices, open and consistent communication, a collaborative spirit, dedication, patience, and a sense of humor to be successful in a turnaround and new school environment.

Dixon Slingerland is the Executive Director of the Youth Policy Institute, a position he has held since 1996. He directs more than 1,200 staff at 125 program sites in Los Angeles providing programs and services for low-income communities and families in poverty. Under his leadership, YPI has grown from having a less than $1 million annual budget to $34 million annual budget with funding increasing by at least 50% each year for the last six years, a rate of growth and range of services that are unmatched in Los Angeles nonprofit community. He serves on the board of Bert Corona and Monsenor Oscar Romero Charter Schools. He received a Bachelor's degree in American Studies from Stanford University as well as several honors like U.S. Senator Barbara Boxer's *Excellence in Education* award.

Iris Zuniga is the Chief Operating Officer for the Youth Policy Institute. She received a Master's degree in Public Administration from California State University at Northridge and Bachelor's degree in Sociology and Chicano/Studies from the University of California at Los Angeles. She previously worked as YPI's Chief of Staff and Director of Youth Services and served as the District Representative for then State Senator Richard Alarcon when she created the Valley Education Collaborative; implemented the "Got College!" program; and carried out a SAT enrollment campaign. She serves on the board of Bert Corona and Monsignor Oscar Romero Charter Schools.

Yvette King-Berg is the Executive Director of YPI Schools. An accomplished professional with a diversified background in academic administration, secondary, elementary, and early education, she is currently pursuing a Doctorate in Educational Leadership and Change from Fielding Graduate University. She has a Preliminary Administrative Services Credential and a Master's degree from National University and obtained a Professional Clear Teaching Credential from the State of California. Ms. King-Berg was previously Vice President of School Development and Advocacy-Southern California for the California Charter Schools Association where she coordinated responsibility for cross-team articulation on issues related to school support and development. She was a former Literacy/Academic Director for Project GRAD Los Angeles where she directed the alignment of literacy instruction in each of 18 schools to achieve the literacy goals relevant to the California State Board of Education Instructional Standards. She also worked as a K-12 classroom teacher.

Mario Matute has a Bachelor's degree in Sociology and Master's degree in Psychology, and has been an advocate for low-income youth and families for over 15 years. As a former Director of the Workforce Development Initiative, he oversaw the training and provision of education programs for the youth of the community. He worked closely with school principals, teachers, and parent center coordinators to establish systematic communication streams within schools. He also conducted educational programs, trained volunteers to assist with math and reading tutoring, and provided assistance to students while also increasing parental involvement. He worked to create the first pre-school program in public housing in the city of Los Angeles. **Stan Saunders** has served as the Director of Development for YPI since 2002. He has written grant proposals to local, state, federal, and private funders that have funded over $135 million in fields of education, workforce development, and technology for YPI. Successful grant proposals have been funded by the U.S. Departments of Education, Health and Human Services, Labor, Commerce, and Housing and Urban Development as well as the California Department of Education, the California Employment Development Department, and the City of Los Angeles Community Development Department.

YPI has opened and manages three middle schools in Los Angeles that serve students in grades 6-8: two charter schools, Bert Corona Charter School (Bert Corona) and Monsenor Oscar Romero Charter Middle School (MORC), and a pilot school in partnership with LAUSD, San Fernando Institute for Applied Media (SFiAM). School level data is provided in the accompanying Applicant History Data Sheet. Similar to Sun Valley Middle School, YPI schools are located in communities that have great need but also great assets and potential for

improvement. Bert Corona Charter School is located in Pacoima in the Northeast San Fernando Valley. This direct-funded charter school opened in September 2004 and now serves 362 students. 83.6% of students qualify for the Free and Reduced Price Meal program, a leading indicator of family poverty, and 37.9% are English Learners. Monsenor Oscar Romero Charter Middle School opened in September 2007 and now serves 239 students. 100% of students at the school qualify for the Free and Reduced Price Meal program, and 55.1% are English Learners. This direct-funded charter school operates in the Pico Union/Westlake community.

YPI partnered with teachers and LAUSD and was chosen to turnaround San Fernando Middle School through the development of,the San Fernando Institute for Applied Media (SFiAM) in the first round of the Public School Choice initiative. SFiAM opened in September 2010 on the larger San Fernando Middle School campus and serves 375 middle school students. Based on San Fernando Middle School data, 75.8% of students qualify for the Free and Reduced Price Meal program and 33.8% are English Learners. After its first year of operation (2010- 2011), the API score for the San Fernando Institute for Applied Media is 649, a 20 point increase from San Fernando Middle School's API the previous year.

Based on a review of SFiAM that was conducted by school staff, parents and staff from Local District 2 in March, 2011, the school achieved several successes in its first year. It was cited that the average student attendance rate is 97% - two points higher than the average attendance rate last year for the same student and that this finding suggests that "students like coming to school" (p. 8). As part of the review, stakeholders participated in three focus groups, each comprised of students, parents, and teachers. Students commended the school on the availability and use of technology; the small school size; nice teachers; a caring administration; open and clear communication from teachers; teacher preparation; the positivity of advisory period; and, after-school programs. The review cites that "students believe they made a good choice coming to SFiAM" (p. 10). Commendations from parents include: students are learning; teachers go beyond their duty; and, tutoring is effective. Commendations from faculty include: teachers use technology in the classroom; a variety of assessments are used to determine student comprehension; a variety of instructional strategies are being used to engage students in learning; assessment data is used to drive instruction; teachers collaborate; and the professional development delivered by Yvette King-Berg of YPI is focused and organized. Results from a staff survey indicate that teachers work effectively with a variety of student populations: low-income, ethnically and racially diverse, English language learners, and Special Ed.

Findings from the review on the classroom environment include a commendation from the review team for the commitment of SFiAM administration, faculty, and staff to building a professional teaching and learning culture with all stakeholders. SFiAM faculty and staff continue to provide a positive learning environment for students. The student-teacher and student-student relationships were found to be very positive: students appeared very comfortable with their teachers and peers. The review team also commended SFiAM for personalizing the school environment as demonstrated in the school's tutoring program, along with their parent and Predominantly Hispanic, Black Asian and Other (PHBAO) conferences. Regarding the delivery of instruction, teachers were found to make culturally (ethnic and generational) connections to

content. The review team was impressed that they could see evidence of cross- curricular planning in the classrooms, and it observed students engaged in the lesson and participating in the pair/share activity in advisory classes. Students were engaged in learning in the classrooms. In all classes, students were on task.

Additional commendations were given to the school. They included: dedication to school vision and mission; a professional teaching and learning culture that has been established and is continually nurtured daily; a personalized school environment for all students and staff. The review also cited that the Governing Council and Instructional Leadership Team integrate and empower all stakeholders' voices in inclusive distributed leadership model focusing on instructional improvement.

YPI continues to successfully manage the academic and non-academic operations of its schools. As reported by the LAUSD Innovation and Charter Schools Division (ICSD) Charter School Annual Performance Evaluation (2010-2011), Bert Corona had experienced many successes in academics and student achievement. The school experienced a 34-point growth in its API scores over the past three years. Bert Corona was lauded for consistently using individual student data to implement effective intervention and differentiation strategies to address the learning needs of all students. The school's project-based instructional focus in the petition was shown to be based on state standards, cultural relevance, and is accompanied by criteria charts and rubrics. Also, the small learning academy through advisories, Success for All (SFA) classes, and grade levels clustered together has created a sense of community and camaraderie among students and staff.

According to internal and external data assessments YPI schools have improved their performance. MORC received an API Similar Schools ranking of 10 in 2009 from the California Department of Education. Monsenor Oscar Romero Charter Middle School's 2010-11 API score was 725, with 100% of students eligible for free/reduced lunch. Bert Corona's API score has increased from 572 to 681 over its seven years of operation. Bert Corona's API score ranks high compared to local schools like Olive Vista (670), Maclay (660) and San Fernando (674) Middle Schools. From 2007-2010, the amount of students who scored at proficient and advanced levels in English language arts increased 17.3 percentage points from 18.20% to 35.49% while the amount of students who obtained below basic and far below basic scores in this subject decreased 23.46 percentage points from 47.69% to 24.23%. In math, again the number of students scoring at proficient and advanced levels increased from 7% to 25.35%, growth of 18.37 percentage points. The number of students who scored at below basic and far below basic levels decreased 10.86 percentage points from 55% to 44.51%.

A-4 Informational Summary (Attached in appendix)

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program

The instructional framework of SVMS will address the needs of the student population described above and help attain the goals outlined in the previous section. It will be built through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships. SVMS will implement a new, small- school approach to help students overcome traditional success barriers and empower them to succeed in middle school while preparing them for high school and college and career. SVMS will offer students an academically rich program in the form of two academies, Environmental Science Academy and Social Justice Academy. The Environmental Science Academy will host the School for Advanced Studies (SAS) yet both academies will implement Advancement Via Individual Determination (AVID) program. SVMS will be the first Local District 2 middle school to implement AVID school-wide. Both academies will begin to prepare students for high school with an AVID introduction, in the +1 period and school-wide strategies in the core academic classes preparing students for the A-G Requirements and the California High School Exit Exam (CAHSEE).

Through this PSC plan, we will revive the School for Advanced Studies (SAS) designation. The SAS program offers improved educational options and increased professional training. It accelerates student performance, fosters the development of independence and self- direction among participants, and introduces students to various higher-education opportunities that would otherwise be unavailable. AVID is a program that builds and enhances student study skills and boosts awareness of opportunities beyond high school. AVID sends one third more students to four year colleges than the local and national average, and 89% of AVID students who enroll in college stay in college two years or longer.

 The Social Justice Academy will help students develop an awareness of the various communities which impact them at the local, state, federal and global levels. They will develop an appreciation for the struggles of different communities within and outside of their immediate surroundings. While being an active member of their community, students in this academy will engage fellow residents and demonstrate their learning in their service learning projects. The Academy's instructional methods include cooperative learning and interdisciplinary practices. These have proven to be successful within the district and across the nation through the use of reflective small learning environments. The curriculum will be California standards based and each discipline will emphasize literacy through writing, speaking, reading, and reflection. In order for students to be prepared for a rigorous college environment, each course will be project based, reflective, utilizing discussion techniques such as Socratic seminars, reflective activities and AVID strategies throughout all courses. Moreover, the curriculum will be culturally relevant

to our students, especially those at risk. Students will be engaged with the community through service learning, workshops, and meetings. Students will be expected to complete service learning project each year, with a different focus each year.

The second academy, Environmental Sciences Academy, will incorporate an environmental awareness theme. Due to the world's current dilemma about climate change and with more governments around the world concerned about preserving their natural resources and pollution, SVMS will establish an Environmental Sciences Academy. According to the latest research about future careers, "In the United States there are many states and local municipalities that derive a lot of revenue from the local habitat. Fishing, hunting, and tourism drive many economies. As these factors combine, it makes for a great fit for someone to start in an environmental science career." (www.greencareers.com, 2011). Exposing students early will help lay the foundation for their future interests and careers.

- AVID strategies at all three grade levels
- College themes for each of the three grade levels, chosen by student representatives (e.g. UCLA, USC, CSUN)
- Grade levels will partner with chosen universities to arrange field trips, access to college information and expose students to college expectations
- CAHSEE focus: from grade six forward, students will be exposed to the high school A-G requirements and CAHSEE preparation.
- Students from both academies will be eligible to apply for the AVID elective class.

Social Justice Academy	Environmental Science Academy
• Teachers, with the input of students, will choose social justice issues, base and develop projects for students to engage in project-based learning.	• Teams of teachers, in coordination with students, will pick environmental awareness and betterment themes, and will base project-based learning on the chosen themes.
• Projects will address issues from the Sun Valley community.	• Students will have a service-learning requirement based upon the chosen in-team theme.
• Students will do research on needs through service learning.	• Students will be exposed to area elected and environmental officials and engage in dialogue about the community.
• Projects will be cross curricular to incorporate all core subjects and the arts.	• Environmental Science Academy will also host the School for Advanced Studies (SAS).
• They will present their projects in an open community forum, which will include peers, teachers, parents, and community members	

The SVMS Environmental Sciences Academy will provide opportunities for students to participate in a rigorous, interdisciplinary, project-based curriculum in which environmental literacy is integrated into all subject areas. Students will also participate in specialized activities

and partner with community-based environmental organizations such as The Tree People and Waste Management, Inc. The instructional objectives of the program are to produce learners who are aware of local and global environmental conditions and issues; renewable resources and recycling; sustainable gardening and food sources, health and nutrition, and the importance of community involvement and community service. These objectives are incorporated into the core instruction through project-based learning, interdisciplinary studies and supplemental experiential educational opportunities in partnership with community organizations. The professional development of the Environmental Science Academy will outsource representatives to hold workshops to train the staff. Staff will also be sent to a variety of conferences such as the TED Conference, which promotes the STEM (Science Technology Education Mathematics) Education Coalition. National Education Environmental Week http://www.eeweek.org/ will provide free webinars and free planning toolkits; which include STEM learning for teachers.

Utilizing Environmental Science across the curriculum, educators will follow project- based learning strategies. An example, each teacher will weave a segment of Environmental Science into their particular area of specialty. This Academy will focus on the method of project- based learning through interdisciplinary curricula. Professional development will also provide time for teachers to collaborate on interdisciplinary projects that will further be developed in 2012-2013.

 SVMS will operate within the framework of a community schools model and focus on academic achievement and provide services for all students and families at the school while working in close cooperation with other community stakeholders. Through a set of partnerships between the school and other community resources, SVMS will integrate academics, social services, youth and community development and engagement to improve student learning, stronger families and healthier communities. The school will become a center of the community and open to everyone. Full Service Community Schools have achieved major successes in operation. Research gathered by the Coalition for Community Schools (2007-2009) reveals increased school API scores and academic performance with higher percentages of students achieving math and reading proficiency. Data report fewer incidences of absenteeism and a higher graduation rate and enrollment in post-secondary education. There have been incidents of improved student behavior with a decreased number of suspensions. Also, there has been increase parent involvement and attendance for parent-teacher conferences as a result of improved communication.

 SVMS will employ a constructivist model of education. Knowledge will be acquired through involvement with content instead of imitation or repetition (Kroll & LaBoskey, 1996). Learning activities will be characterized by active engagement, inquiry, problem solving, and collaboration with others. Teachers will act as guides and facilitators who encourage students to question, challenge, and formulate their own ideas, opinions, and conclusions (Ismat, 1998). Researchers have documented success of the constructivist model of education established with the curricula with historically under-served populations, including at University of Houston Charter School in Texas, Discovery Charter School in Newark, NJ, and Enota Multiple Intelligences Academy in Georgia. These schools and others have demonstrated that when children from disadvantaged

neighborhoods, including immigrants and ELL, are given opportunity to attend schools with this focus, their test scores and whole development excel (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.).

In a move to form a truly unique learning center it is the intention of SVMS to create a unique small high school (grades 9-12) on our campus. It will have a leadership theme (environmental and civics-based leadership), based upon the successes of our current, award winning student leadership program. It will allow students to put into practice, or "take to the next level" their skills and academic development begun in grade six. We intend to cap enrollment at approximately 400 students, and will phase this in as campus space becomes available when QEIA funding ceases. This unique opportunity will be a one-of-a-kind experience, where students will have an additional alternative to our local high schools, where they can continue their unique SVMS middle school experience and augment it with the theme of student leadership. We expect this to begin for the 2014-15 school year.

The high school will be phased in one grade level at a time. In 2014-2015 we will begin with 100-125 9th grade students. Every year will add one grade level. The students eligible to attend the school will be from within the Sun Valley Middle School attendance boundaries. Students within these boundaries will have the option to attend the Sun Valley Leadership Academy or to attend their resident High School. All students applying will be accepted. If interest is high then a lottery process will be taken to ensure equity for students.

In the 2013-2014 school year we will be in our second year of PSC implementation. That year we will begin to develop the 9th grade curriculum which will follow an Environmental Science and Civics oriented Leadership philosophy. Also developed will be the general outline for the 10th through 12th grade curriculum and operational plan. Outreach and recruitment will be done throughout the year.

In addition to the newly created themed academies/houses, SVMS will initiate an unwavering focus on the academic achievement of the students, core features will inform the practices of the teachers, administrators, and support staff. The instructional program at SVMS will consist of a variety of research-tested and student-centered strategies.

1. **Rigid Standards-Based Curriculum**: a rigorous education for all students in line with the California State Standards. SVMS will utilize the Los Angeles Unified School District's detailed, vertically and horizontally articulated standards-based curriculum. Based on evidence and culturally-relevant, the LAUSD core academic curriculum addresses California State Standards and meets the diverse learning needs of the student population. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) will be incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the

Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001).

2. **Data-Driven Instruction**. The school will collect and analyze results and employ different methods of data assessment and evaluation to inform teaching and instruction. Methods will include quantitative and qualitative assessments, standardized testing, projects, and portfolios. Information will be collected and analyzed daily, weekly, monthly and annually.

3. **Thorough Professional Collaboration**. The school will be a learning institution fueled by the commitment of staff to work together. Teacher collaboration will be part of the school and professional culture. Teachers learning from each other through constant grade level collaboration and lesson development. Teacher supports will be provided through professional development and a supportive schedule and calendar to facilitate a collaborative professional environment.

4. **Personalized, Differentiated Instruction**. Instruction will be tailored and paced to the learning needs of different learners. Learning goals will be the same for all students, but students will progress through the material at different speeds according to their learning needs. The method or approach of instruction will vary according to what research has found works best for students like them. Teachers will use pacing plans, guides/timelines that show what each teaching team plans to cover over the year. Each subject follows a logical sequence within one grade level and between grades. The materials sequence the state's content standards in a logical and progressive manner. Moreover, pacing is the purposeful acceleration or deceleration of instruction. Teachers will

5. **Academic Vocabulary**. SVMS will consistently use academic vocabulary across grade levels and subject areas to improve on the Language Arts performance described above. In department meetings, staff will continue to create lists of words and concepts integral to students' understanding of the subjects being taught. Subject specific Word Walls will continue to be a common sight in the classrooms. Staff will expand the scope of these efforts by placing key vocabulary terms throughout the campus in areas that students frequent.

6. **Cooperative Learning**. The benefits to students working in small cooperative groups have been long understood. Students need to interact with one another in a collaborative setting as they work on challenging assignments. Student-centered and socially beneficial at its core, group work encourages on-task focus and interpersonal skills, invaluable in the 21st century workplace. SVMS will continue to use Reciprocal Teaching (RT), the highly effective and interactive reading strategy (used successfully at SVMS since 2002), for text shy students struggling with factually dense, expository text.

7. **Cornell Notes**. Note taking is among the most important academic skills for students preparing for high school and college. As part of the AVID college readiness program, SVMS will teach its sequential, two-column recording and summarizing process to all students beginning in the 6th grade. Graduates will enter high school with three years of structured listening and note-taking experience. Once students become adept at word processing skills,

they will be encouraged to take notes using Word programs on lap-tops throughout the school year.

8. **Thinking Maps and Other Modality-Based Tools**. Students must organize facts and information into categories or patterns before applying higher-order thinking skills to the information itself. Eight graphic designs each replicate a fundamental thinking process, e.g. defining, sequencing, cause/effect, and parts of a whole--which give students a common language to understand more complex relationships. Instructors will use these visual organizers in their classrooms. (Also

9. **Project-based Learning**. Students will work in collaboration through real-world, academically challenging projects with the teacher as facilitator. The teacher will help students discover central concepts for themselves using skills such as design, decision making, investigation, research, analysis, and reflection. Lessons use inquiry and challenge to stimulate students' creative and critical thinking skills. Students manage and organize their own work, and in the process, gain important skills useful in the workplace. Student-centered learning is emphasized and thus, students learn through their own mistakes and at their own pace. Experiments are an ideal use of project-based learning concepts and goals. Projects can be crafted as cross-the-curriculum lessons and student teams can work on these projects outside the classroom. Examples of such projects include models, experiments, and research papers. A brand new 6+1 block schedule (see below) will assist in the implementation of this goal.

10. **Student Portfolios**. Portfolios are a non-traditional, brain-compatible form of assessment and give both the student and the teacher a clearer idea of the student's progress. It may include journals, essays, letters, tests, worksheets, posters, models, and grading rubrics. Portfolios can bring the real world into the classroom (excerpted from "Learning & Memory: The Brain in Action," by Marlene Sprenger, 1999). Portfolios will be used across the content areas, giving instructors an opportunity to advance the student higher on Bloom's taxonomy through coordination of the student's ability and the key standards being taught. A collection of student work, over time, and in portfolio form, shows evidence of growth and provides documentation of learning outcomes. Socioeconomic status may influence responses to test items which makes standardized tests instructionally insensitive ("Why Standardized Tests Rarely Tell You What You What To Know" from Transformative Assessments by James Propham, 2008), and considering SVMS' large economically disadvantaged student community, other parameters of learning need to be utilized. Through the use of portfolios, individualized interventions can be planned as needed in each student's educational career and ongoing progress can be monitored. It is a goal that the portfolios will be used in student-lead conferences.

11. **Writing Across the Curriculum**. As a method of learning, writing helps students think through ideas and concepts that may be difficult to understand, and as they write more often in their different classes, students become more adept and comfortable with their writing skills. Writing across the curriculum teaches students concentration specific to that discipline

and increases their success through high school and onward to college. Research and years of application have shown that students benefit from this strategy throughout their academic careers and into their adult lives ("Writing Across the Curriculum" by Charles Bazerman, 2005). Examples of what can be used are summaries, response papers, writing and reading journals, learning logs, problem analysis, book reports, lab reports, warm-ups, and more (Jaclyn Wells, 2011, Purdue Owl).

12. **Technology Integration**. Students and teachers will have ample access to technology for use in student learning, classroom instruction, data management, and communication with real-time access to student progress data for teachers, students, and their parents. Students will utilize word processing applications; create Power Point presentations; and have access to interactive software and tools such as Smart Boards, hand-held individual computer tablets. In a five-year study, researchers at SRI International found that technology-using students outperformed non-technology-using students in communication skills, teamwork, and problem solving. According to a study by the America Connects Consortium, Promising Practices in Project-Based Learning at CTCs, project based learning can lead to greater motivation on the part of students traditionally resistant to the learning process, and provide opportunities for interdisciplinary learning. YPI has begun to assist in this area with a brand new, state of the art computer lab.

13. **Family-Community-School Partnerships**. SVMS will actively engage families and the community in the life of the school. Students and school staff will engage, in partnership, in community service and betterment. SVMS will operate in a full-service community schools model that is demonstrated to be particularly effective working with students of poverty and other with special needs. The Harvard Family Research Project has reported the benefits of providing "complementary learning" resources for families in order to narrow the achievement gap in *The Evaluation Exchange* (Spring 2005). Parental and community involvement with low-income schools has been shown in studies to favorably impact student achievement (Fan, X & Chen, M., 2001; Henderson, A.T. & Mapp, K.L., 2002). The great resources that YPI brings to SVMS will help make this possible. Also, a partnership will be established with our on-campus community health clinic (the largest of its kind in the nation) to provide services.

14. **Culturally-Relevant Instruction**. SVMS has a diverse student population as described above. Culturally-Relevant and Responsive Education (CRRE) will be integrated into the instructional experience to increase the relevance of school in students' lives. CRRE uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective for them. Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

These instructional strategies will be utilized to achieve the learning outcomes and goals enumerated in the California state standards and school-designed outcomes described above.

b. Core Academic Curriculum

The curriculum will be guided by state and national standards. The guiding principles from the Curriculum Frameworks for California Public Schools: Kindergarten through Grade *Twelve* (California Department of Education, 1994-2003) will be incorporated into each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001).

Language Arts

The Language Arts curriculum will utilize The Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (1999). SVMS aims to create an independent reading culture. Students will engage in independent reading by checking out a book to read at least 20 minutes a day during the +1 Intervention/Enrichment period followed by an assigned 30 minutes a day at home. The school will utilize a mix of classroom libraries and carts of tablets and other technology-type readers. Daily independent reading has a very positive impact on student outcomes and is a leading predictor of future academic success. Highly personalized and differentiated at its core, daily independent reading will help students prepare for the textual demands of the Information Age (Krashen, Stephen, 2003; and Allington, Richard

L., 2001). To support this school-wide independent reading effort, every 6th grade language arts classroom will be furnished with a 250 to 300 book classroom library of high-interest books. Seventh and eighth grade language arts classrooms will require a 350 to 450 book library to supplement the resources of the school library. To enhance this school-wide reading effort, all classroom libraries will attractively display their books in outward facing bookracks similar to those used in bookstores.

Students will also engage in sustained silent reading (SSR) and 20 minutes of enrichment. SSR will be consistent, enjoyable, and enforced. Teachers will model the positive behavior to students and also reading during this time. The school will use age- and reading-level- appropriate materials to reinforce literacy lessons. Teachers will also coordinate their lessons with the books that are offered during SSR to ensure that the silent reading time serves as a time for individually practicing skills learned in the classroom. In a study on the effect of sustained silent reading on the academic achievement of 6th to 8th graders, it was found that sustained reading yielded dramatically improved results among participants, as measured by the Stanford Achievement Test over the course of three years: 2006, 2007, and 2008 (Sullivan, February, 2010). In particular, the 7th graders demonstrated a marked improvement in the acquisition of new vocabulary. The practice of sustained silent or individual reading nurtured a developing interest in and habit of reading among participants.

SVMS will work to enhance the fundamental academic skill of writing in Language Arts. Students will learn to organize textual and non-textual information, compose coherent, multi-paragraph essays and reports using standard writing conventions. They will increase their experience taking notes; then organizing, outlining and summarizing information in all content areas. Students will engage in multi-paragraph writing across the content areas through at least the weekly use of student journals, portfolios, and readers'/writers' notebooks/binders. They will complete genre writing assignments in Language Arts classes including: narrative, expository, response to literature, and persuasion. To contextualize explicit instruction, each language arts course includes a rich and varied selection of literature, current events analysis, and weekly writing and revising of essays or longer papers. Teachers will assign guided writing assignments across the content areas.

Across all three grade levels, students will develop skills in writing, reading (word analysis, fluency, systematic vocabulary development, and comprehension); response and analysis; written and oral English language conventions; and listening and speaking. Students will increase their skills starting in the sixth grade. Sixth grade students will use key word searches to research topics for the completion of class assignments and projects. Then, using this information, they will set up, compose, revise, and print a multi-paragraph essay or report for submission. Sixth graders will also create a Power Point presentation in at least one of their core classes. In grade seven, students will add to their repertoire of computer skills by utilizing Excel for spreadsheets, Print Shop for pamphlets and Garage Band for project presentations. Instructors will be encouraged to use interactive software programs to pique their students' interests. In the eighth grade, teachers will assist their students as they sharpen the above skills and add new ones. Language Arts courses will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises.

English as a Second Language

The students who enter SVMS as a participant in the English as a Second Language (ESL) program will receive instruction in an ESL core class, regardless of grade level. The ESL students will develop their listening, speaking, reading, and writing skills as they explore Hampton Brown's Edge curriculum. Proper placement of the English Language Learners will be emphasized, as the school will take a proactive approach to addressing the needs of Long Term English Learners (LTELs). The lead teachers and administration will be committed to meeting with the fifth grade teachers of the feeder elementary schools to ensure proper placement in the secondary ESL program. The teachers who are knowledgeable of both the students and structure of the secondary ESL program will carefully consider the work samples within the ELD portfolios, test scores, grades, and personal narratives about the students which will touch upon some of the intangibles that cannot be gleaned from simply looked at a data transfer data card.

A Waiver to Basic program option will be explored for students who enter SVMS with less than a year of their initial USA enrollment. Both SVMS Academies will work collaboratively to meet the needs of students at the ESL 1A and 1B levels. The vision of this small program within the school's instructional plan will be to provide intense first and second language instruction across all subject areas, preparing the students to be included in the mainstream grade level classes by the beginning of their second year. This Waiver to Basic program will resemble the elementary model, which is being used as a basis for the sixth grade curricular plan at SVMS. The English Language Learners who enroll in the program at the school will receive intensive instruction during the regular school day and will be able to take advantage of before school, after school or intervention opportunities to accelerate language acquisition. With this model, the ESL level 1A through 2B students will not lose an additional elective opportunity during the regular school day.

Teachers, students, and administrators will strive to accelerate language acquisition through the programs and strategies employed within the ESL program, allowing students to enter high school designated as a Reclassified Fluent English Proficient (RFEP) or Preparing to Reclassify

Program (PRP) student. The ESL program model will be clearly communicated to students and parents, with the intention to motivate progress through the series of ESL classes so students will have access to the A through G English classes when the enter high school. In addition, a special emphasis will be placed on the process and goal of Reclassifying or exiting the ESL sequence of classes, with regular recognition and celebration of the students who attain these goals.

Mathematics

SVMS will produce students who have mastered all State Standards in Foundational Mathematics (grades seven and eight) and Algebra, are prepared for Geometry, are familiar with various technologies that enhance mathematical/algebraic thinking and have a deep appreciation for mathematics in the real world. Students will acquire a combination of mathematics hands-on skills and conceptual understanding. The curriculum and instruction will teach students to understand and use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results. Teachers will deliver curriculum using various technologies (software, presentations, etc.), and students will be able to access and use interactive computer applications in mathematics, both software and internet-based. The math program will engage students to reflect upon ways mathematical concepts and theories impact their lives through real- life examples and problems, while integrating technology and technological concepts.

By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they will accurately compute and solve problems. They will apply their knowledge to statistics and probability. Students will understand the concepts of mean, median, and mode of data sets and how to calculate the range. They will analyze data and sampling processes for possible bias and misleading conclusions; they will use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students will conceptually understand and work with ratios and proportions; they will compute percentages (e.g., tax, tips, interest). Students will know about *pi* and the formulas for the circumference and area of a circle. They will use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They will solve one-step linear equations.

By the end of grade seven, students will be adept at manipulating numbers and equations and understand the general principles at work. Students will understand and use factoring of numerators and denominators and properties of exponents. They will know the Pythagorean Theorem and solve problems in which they compute the length of an unknown side. Students will know how to compute the surface area and volume of basic three dimensional objects and understand how area and volume change with a change in scale. Students will make conversions between different units of measurement. They will know and use different representations of fractional numbers (fractions, decimals, and percent) and be proficient at changing from one to another. They will increase their facility with ratio and proportion, compute percent of increase and decrease, and compute simple and compound interest. They will graph linear functions and understand the idea of slope and its relation to ratio.

By the end of grade eight, students will study number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning. Through the study of algebra, students will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts will be developed and used in a wide variety of problem-solving situations.

Social Studies

To celebrate the diversity of peoples and culture in history, the Social Studies department will conduct contests, presentations, assemblies, and other creative means to educate students about the contributions of different peoples throughout the nation's history. The instructional program and curriculum will present social studies through primary sources such as art, letters, music, maps, and personal accounts. Members of the department will take turns facilitating these activities. Each month, a different group of people will be honored. The school will incorporate project-based learning by having students complete activities that encourage them to explore innovative ways of understanding the past and larger society.

In sixth grade, students will study World History and Geography in Ancient Civilizations. Students will expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. In seventh grade, students will study World History and Geography in Medieval and Early Modern Times. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia. In eighth grade, students will study United States History and Geography: Growth and Conflict.

Teachers will use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. They will connect classroom learning with real life projects to enhance their understanding and motivation. Service projects will reflect the best practices in service learning identified by Youth Service California.

The social studies department will coordinate a civics-based service learning component, similar to that of high school requirements. Students will be expected to volunteer at school or in the community. Also, the department will emphasize current-events and real-world relevance of curriculum. Students will be asked to bring current events to school and report on them, while tying them to curriculum. Students will be asked to watch the news and pay close attention to stories and subjects covered in the curriculum. Companies such as *Living Voices* will come to our campus to present dramatic accounts of historical figures. Historical holidays will be publicized, emphasized and taught, so that students fully understand why they have days off from school.

The social studies department will implement a unique CST readiness program. The social science section of the CST, given only in eighth grade only, includes sixth and seventh grade curriculum. Time will be set-aside on a weekly basis to review concepts from the previous year or two years, for seventh and eighth grade students. As the CST nears, sixth and seventh grade

social studies teachers will guest-teach eighth grade classes so that a thorough review is taught by the most qualified teachers.

Science

SVMS students will achieve an understanding of the core concepts of an area of science particular to each grade. Sixth grade will study Earth Science; seventh grade will study Life and Health Science; and, eighth grade will study Physical Science. In all science classes, students will understand and apply the process of the scientific method in problem solving. They will engage in experimental activities and complete projects that allow students to implement and communicate their understanding of critical thinking and research skills. Technology will be incorporated into student learning through areas such as data acquisition, information retrieval, and scientific writing and research. BrainPop programs will be used throughout the grades as a review tool for unit concepts. Virtual Reality software programs available on the Internet will be implemented throughout the year to give student an in-depth, interactive experience in scientific thought. SVMS will also host an annual Science Bowl and field trip.

Earth Science (6th grade) teachers will coordinate with English instructors to organize a class project across the curriculum. Students will complete a book report at least once a year on a fantasy or science-fiction book. Students will also participate in the annual Science Fair and Project Showcase. Life Science (7th grade) teachers will create an experiment project – a hands-on activity involving all students. Teachers will also work with math instructors to complete this experiment. They will incorporate graphing to visualize how science and math work together. Students will participate in the annual, on-campus Science Fair and Project Showcase. Health Science (7th grade) will emphasize relevant topics to students including: obesity, diabetes, and asthma and continue to teach students life skills in nutrition, hygiene, disease-prevention. SVMS will engage in cross-collaboration between health instructors and physical education teachers.

Teachers will utilize lessons that integrate concepts shared between the two subjects (e.g. how exercise impacts disease-prevention and heart health). Physical science (8th grade) will incorporate models and interactive lessons. Students will participate in hands-on activities: designing rockets, roller-coasters, bridges, simple 'cars', and model construction. SVMS will hold a fitness program fair at least once a year. The school will involve the community and other campus instructors as participants and/or volunteers. Health and physical

education instructors will also coordinate to plan and host a community health fair, with the school nurse, school psychologist, campus counselors and the UCLA/Sun Valley Clinic. This fair will be an annual occurrence held on school grounds on a Saturday and open to all community members. Leadership students will be encouraged to volunteer their help at this event in order to model student involvement in community events. Students can also volunteer in these events as part of their service learning requirement for social studies.

Physical Education

SVMS will implement and refine a physical education and health program using the guidelines specified in Challenge Standards for Student Success: Physical and Health Education (California Department of Education, 1998). The ultimate goal of high-quality, standards-based Physical Education instruction is to prepare every student for a lifetime of physical activity, health, and well-being. Childhood obesity is reaching epidemic levels in the Sun Valley community, and in response, moderate to vigorous physical activity will be incorporated into at least 50% of the Physical Education time. Physical education provides the physical component of a total education facilitating health maintenance and physical vitality. Physical education contributes to physical development while integrating the emotional, social, and intellectual components that develop the whole child. The program prepares the adolescent to meet the physical demands of daily life, use activity for preventive health benefits for a lifetime, and enjoy physical activity during leisure time. The school community focuses on balanced learning opportunities addressing the following three major goals of the middle school as set forth in Turning Points: Preparing American Youth for the 21st Century, a report of the Carnegie Council on Adolescent Development: 1. Academic achievement; 2. Developmental responsiveness; and, 3. Social equability (New York: Teachers College Press, 2000, p.12).

The Student Leadership Program

SVMS will continue to support its unique, robust student leadership program. The course is taught as an additional period added to the school day (a seventh period), so that all students are eligible (being that many students must have a double block of language arts or mathematics, the course is extra-curricular in scheduling). Students can become part of leadership in two ways: apply and be chosen or by student body elections by peers. The leadership program has just begun its tenth year, and has won praise from local community leaders, elected officials, District officials and parents. Students work within the motto of "school, community and self." The "school" portion is what is expected of a middle school-level leadership class: coordination of and help with student activities, campus events, etc.

This "community" element is a deep immersion in civics. Students have met with and will continue to meet and collaborate with members of the City Council, State Assembly and Senate, County Board of Supervisors, the office of the Mayor, and members of Congress. Each year, as a culminating task, students will travel on a tour of U.S. democratic institutions (Washington, D.C., New York City, Philadelphia and Boston) to meet with elected officials, see historic sites, and be inspired to the possibilities of public service careers. The trip is coordinated by staff, and no tour company is used so that the trip is affordable for all families. It is an incredibly unique experience that lasts between seven and ten days. SVMS leadership students have visited the White House eight of the last ten years.

The "self" component of the program is what makes it most unique. Students are taught leadership skills through a variety of methods. Students learn about self-confidence, goal-setting, breaking through personal barriers, teamwork and team-building, and communication skills.

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Students are taken to a ropes course in Ojai, CA. This serves as a metaphor for confidence-building and overcoming of fears. It is an "if I can do this, I can do anything I put my mind to" experience. Beginning in the 2014-2015 school year, this program will get its opportunity to fully mature and blossom into a vibrant High School program beginning with a 9th grade class and culminating with a 12th grade class in the 2018-2019 school year.

Electives

The goal of the Arts/Electives department at Sun Valley Middles School is to provide a program of intense focus in the fields of visual, performing, and technical arts, to which all students will have access. With the addition of a 6+1 schedule and the ability to provide intervention for our non-proficient students during a specific, non-elective period, all Sun Valley students will be given the opportunity to experience meaningful Arts/Elective classes.   Research clearly indicates that students who are provided with classes in the Arts outperform their non-Arts peers in academics and in standardized testing. When children are committed to learning an art form such as dance, drama, or visual art it can enhance their overall adolescent development. When adolescents participate in electives they are less likely to participate in problematic behaviors. It provides them with activities that they are intrinsically interested in, therefore providing opportunities to demonstrate effort, persistence, and concentration as well as a place to explore their identities (Fredericks, 2005, p.507).

The goal of visual and performing arts instruction is to recognize the relationship between the arts and society and the connection to one's own culture. Students in Arts/Electives classes will have the ability and opportunity to demonstrate their own creativity utilizing a variety of media. Critical thinking skills will be developed to allow for informed judgments about the arts and aesthetics. The Arts Community will provide an opportunity for students to visualize and experience the customs, traditions, and beliefs of diverse cultures through a variety of visual and performing art forms using performance-based and technology-based methods. Instruction will combine a text based curriculum with activity-oriented methods, in order for students to build and enhance their proficiency in the areas of sense perception, reasoning and reflection.

 The new bell schedule and the +1 Intervention/Enrichment component will enable SVMS to add a new electives position, which will be a full time music teacher and will be the foundation for the rebirth of SVMS' historically award winning music program. The +1 Intervention/ Enrichment class not only allows for students to get the intervention they need during the day but also opens up opportunities for students to take enrichment courses.

AVID

SVMS will adopt the Advancement Via Individual Determination (AVID) program to further develop the intrinsic motivation of students to attend a four-year university. SVMS will maintain its 7th and 8th grade AVID electives and will be adding two 6th grade AVID electives in the 2012-2013 school year. AVID/SAS Academy will have 4 sections of AVID and all teachers in the

academy will be trained to implement the strategies, both in the elective and all other classes, with fidelity as they attempt to couple the development of self-management skills while infusing motivation to attend a four year college. Students will learn study skills and the resiliency to withstand the social, intellectual, and personal demands of preparing for and going to a four-year college of their choice.

i. Curriculum Development.

SVMS will use LAUSD curriculum.

ii. Management of Multiple Schools

YPI's role in the development of curricula is to work with the schools to ensure that they are appropriate for the schools' visions, missions and values as well as fitting for the needs of the students. YPI works with the schools to collect data from test scores, assessments, professional development and feedback from students, parents, and teachers. The organization analyzes the information and works with school administration and teachers to implement curriculum and make adjustments accordingly to increase impact and improve teacher instruction and student learning. Using data, it works with the schools to align the instructional program with the educational needs of the students being served.

The Executive Director of YPI Schools has aligned components of the curriculum across schools. Some schools share exact same instruction and curriculum within the same type of school model (e.g. YPI Bert Corona and Monsenor Oscar Romero Charter Schools). The curriculum is aligned with the schools' instructional vision. The curriculum is drawn from best practices and research based designs that are best suited for the students in this portfolio of schools. Research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, and Pollock, 2001) are utilized by teachers. All instructional design and practices are aligned with national and California common core standards. The curriculum takes an interdisciplinary approach in teaching core subjects, for example connecting ELA, History, Math and Science. YPI works with the school to ensure that curricula are guided by state and national standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) are incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public*

Schools: Kindergarten through Grade Twelve (California Department of Education, 2001). Through the support that YPI will provide in terms of professional development opportunities, wrap around services and parent education, YPI will help to ensure that the standards-based curriculum is a unique blend of education that includes a focus on preparation for incorporation of UC/CSU A-G Requirements. The school will provide all necessary courses to fulfill state graduation requirements and the integration of technology into all subjects, as well as a focus on cross curricular projects that connect to the "real world". YPI will be committed to supporting

the school in meeting and exceeding the Content Standards for California Public Schools in all curriculum areas. The school will ensure that curriculum, projects and lessons are standards-based.

YPI helps guide the curricula, pacing plan and instructional calendar for schools. It provides support in adopting and implementing instructional materials in addition to the assessments that are used to monitor student progress. The organization supports the use of data to assist and develop a culture of data-driven instruction. It assists with mid-year course corrections if data shows gains are lost or not being made. YPI suggests curriculum and programs that meet academic needs and provides supportive educational programs and services such as after school enrichment and tutoring to supplement curriculum and instruction.

c. WASC Accreditation: N/A

d. Addressing the Needs of All Students

SVMS will utilize the Problem Solving Process of the Response to Instruction and Intervention (RtI$_2$) multi-tiered framework, BUL-4827.1 *Multi-Tiered Framework for Instruction, Intervention, and Support*, REF-4984.1 *Implementing a Multi-Tiered Framework for* Instruction, Intervention, and Support and REF-1276 Secondary Instruction and Services- Students with Disabilities Accessing the Core Curriculum, to ensure that all factors (curriculum, pedagogy, school and classroom environment, and expectations) have been thoroughly examined to provide informed, explicit and targeted instruction for all student. Teachers will collaborate on backwards planning during weekly common planning time/professional development to analyze authentic data, running records, and periodic assessment data to assess students' mastery of meeting grade level standards. In addition, a tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student needs. This approach facilitates the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in their IEP. As students' needs are identified in the various tiers, teachers will provide explicit intervention above and beyond Tier 1 core instruction.

All students at SVMS will receive grade level, standards based, high quality first core instruction through the use of district approved curriculum and instructional strategies (Tier 1). Teachers will provide immediate, in-class, evidence based intervention to students based on Core K12 Progress Monitoring Assessments, Periodic Assessments, Curriculum Based Assessments, CST and CELDT scores in order to prevent students from falling behind in their core content mastery.

In Tier 1, student intervention will consist of differentiated instruction through the use of Thinking Maps, scaffolded lessons, and delivery of content, process, and students end product. Resource Specialist Program (RSP) teachers will work collaboratively with general education teachers to analyze student data and co-teach to provide small group in-class intervention for students in the core class. AmeriCorps Tutors (YPI) will also provide in-class intervention to students who need additional support in accessing core content.

For students who require a more targeted, intense and explicit intervention based on CST, CELDT, final marks, and progress monitoring assessments, Tier 2 intervention at SVMS will consist of programming Long Term English Learners in a double block of English. One hour of English Language Skills will provide students an intervention beyond Tier 1, first quality instruction, to ensure students have adequate time to master English proficiency and meet the Annual Measurable Academic Objectives (AMAOs) for English Learners.

SVMS will offer Tier 2 strategic and supplemental intervention such as, 8th grade Algebra Tutorial offered during the +1 Intervention/Enrichment period, 6th grade Math Intervention, and tutoring during lunch and after school by classroom teachers and AmeriCorps tutors aligned to students' instructional needs based on data from multiple measures including ongoing progress monitoring. The 6th grade math intervention will be done in a 10:1 ratio class one day a week as a pull out program from the Physical Education class. This is done due to the difference in required Physical Education minutes for 6th grade (200 minutes/10 days in 6th grade vs 400 minutes/10-days for 7th/8th grade). In the block schedule proposed for the 2012-2013 school year, students would only be pulled once a week on Tuesdays. This would still give students 392 minutes of P.E. every 10 days. This additional math support would be differentiated for students' needs and could evolve into a Tier 3 support based on student data. RSP students in need of additional instruction to achieve proficiency will receive intervention support in the Learning Center. RSP teachers will also work collaboratively with general education teachers through the use of co-teaching and co-planning to provide a higher level of instructional support to students. In the co-teaching model students not identified as students with special needs will also receive support from the RSP teacher as an additional intervention.

SVMS teachers will select focus students by teacher teams as a Tier 2 strategic intervention. Teachers will monitor academic progress of focus students. Students will receive tutoring based on progress monitoring assessments such as Periodic Assessments and Curriculum Based Assessment. Tier 2 interventions will provide students additional time to learn and master content being taught by using instructional strategies used in the core and differentiated instructional pedagogy.

SVMS students that need individualized and/or very small-group instruction that is highly focused in addition to Tiers 1 and 2 to accelerate academic progress will receive Tier 3 intervention. SVMS students in need of Tier 3 targeted and intensive intervention in literacy will be programmed in DRW and READ 180 to build their foundational skills in order to bridge their academic gap, assessments such as the *Maze* will be used to monitor student progress. AmeriCorps Tutors will provide additional individualized support to students based on the *San Diego Quick Assessment of Reading Ability* and classroom progress monitoring assessments.

Intensive individualized and or small group instruction and intervention in 8th grade Algebra Tutorial, 6th grade and 7th grade Math Intervention, and ELA will be provided to students during the +1 Intervention/Enrichment periods. Lunch and after-school tutoring will also be provided to students. Progress monitoring at Tier 3 will be more frequent. These assessments will provide in-depth information about a student's instructional needs and will be used to identify academic

deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction/ intervention, a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. The intensity, frequency, and duration of support will increases and student-teacher ratio will decreases as students move into Tier 3 intervention.

School-wide instructional practices such as the use of advanced graphic organizers, cooperative and communal learning, academic language development, instructional conversations, differentiated instruction, SDAIE strategies, and Cornell notes will be used strategically within the multi-tiered interventions to insure universal access to SVMS students. COST, SST, and LAT meetings will be ongoing in an effort to prevent students from falling behind their peers.

SVMS will use Strategic School Strategies such as, Test Chats, Data walls, Word Walls, Student District Assessment Data, and Student Portfolios to increase student performance. SVMS will maximize instructional time for core academic subjects by backwards planning and supplement regular instruction with in-class and after-school tutoring intervention. Literacy acquisition will be the foundation for instruction for SVMS English Learner student population. Strategies like Quality Teaching for English Learners Research Study (2009) will be utilized to plan instruction. SDAIE strategies will be strategically embedded in differentiated standards-based instruction to maximize students' access to core curriculum. On- going progress monitoring is an essential part of the academic support structure. Students' reading and math proficiency will be regularly assessed using CORE K12 Progress Monitoring Assessments and Curriculum Based Assessments to identify student needs.

The background and culture of all students will be respected and valued. Latino literature and cultural references will be integrated into the instructional experience to increase the relevance of school in students' lives. The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000). To build students' sense of connection to and pride in their culture, SVMS will focus on global writers such as Yoshiko Uchida, Ruben Dario, Miguel Angel Asturias, and Claribel Alegria.

SVMS will attend to gifted students by providing opportunities (i.e., presentations) in which students demonstrate what they have learned to peers, teachers, families and community members. Gifted students will be challenged in Language Arts through reading programs such as Success for All. Students performing above grade level in Math will receive differentiated instruction to meet their higher level needs by having students make connections to daily their daily lives and content being taught. Teachers of SAS students will receive training (i.e., district, conferences) to meet the academic and social emotional needs of gifted learners. SVMS will offer a higher level of library resources for gifted students. SAS students will use strategies to increase metacognitive thinking.

SVMS will work to create the appropriate accommodations for students with disabilities and special learning needs. SVMS will utilize an inclusive educational model that meets the needs of students with disabilities. All SWDs will be exposed to and participate in the same programs that

are set up for the larger school population and receive the same support. They will be mainstreamed into regular classes with their state-required Individual Education Plan (IEP) and receive all allowable accommodations of their plans. SWDs will receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e. AD/HD, students with autism or physical impairments) to help them stretch to their highest capabilities. Students with an IEP who need help in math and ELA will be placed in Resource Class.

e. Vertical Articulation

SVMS will reach out to the feeder pattern of elementary schools to ensure the active communication between all the school leaders and parents throughout the year. The ongoing dialogue will be purposeful with the intent of making the transition to secondary school as smooth and seamless as possible. Likewise, the middle school will embrace elements of the local high schools' learning community to ensure all students stay part of the cluster of schools. The creation of the small high school on the campus will also add opportunities for a fluid transition into high school and ensure that students receive their A-G coursework and graduate college ready. Using SVMS as the center of community engagement, the elementary schools and high school will become a familiar and natural part of a student's progression from Pre-Kindergarten through high school graduation, post-secondary options, and beyond.

The most important asset this applicant team brings to the middle school is positive relationships with Celerity Cardinal Charter Elementary (on-site), Korenstein Elementary and Arminta Elementary School will improve the transition of the elementary students as they matriculate to the secondary level. SVMS will partner with the Celerity Charter School Corporation (CCSC) to create a unique model whereby students who attend grades K to 5 at Celerity will then naturally matriculate to Sun Valley Middle School, thus ensuring students a fluid, consistent education based in-part on the SPAN K-8 concept. Sun Valley Middle School is working with Celerity to encourage parents to continue from the charter elementary on to SVMS. Currently, parents from Celerity attend SVMS "Coffee with Principal" meetings. There is also ongoing dialogue and support between both schools. Elements of these schools' English Language Development, Mathematics, Arts education, English Language Arts, and College Readiness programs will be well represented in the curriculum and philosophy of SVMS.

SVMS is in constant dialogue with the principals of the feeder elementary schools and already has dates scheduled to provide presentations at parent meetings regarding the transition to middle school and navigating college pipeline. Extensive outreach will also be done by the AVID elective teachers in order to recruit interested students into the AVID elective. Informational booths will be set up at the elementary schools during Open House and the program will also presented at general parent meetings.

SVMS will work with YPI to institute a Summer Bridge Program, a summer orientation that bridges incoming students from elementary schools into the SVMS culture. Students will be met by 6th grade faculty who will (1) lead them into the counseling process; (2) introduce them to the

school's graduation requirements; (3) provide a tour of the campus; (4) welcome them as members of the school community and assign email accounts; and (5) assess where they are academically in math and ELA using Compass Learning. This process will lay the foundation for a Student Support Team (SST) to shape a personalized education plan. To break the ice for nervous newcomers, team-building activities dominate the start of the orientation and by the end students will be ready to join the SVMS community.

Part of articulation will continue to be our highly successful orientation programs the week before school begins in the fall. They include a dynamic presentation by the SVMS Leadership class, and school tours by the leadership students. The program is set up for several days and times, so that families have access to the program.

f. Early Care and Education

The full service community school is uniquely established to serve parents and families with siblings age 5 and under. YPI will work with school youth and families to assess strengths and needs for early learning services required to help young children gain access to early childhood education services. This assessment will be the standard process for each enrolled family at the school, and will be provided through YPI programs. YPI, school staff and partners will register families on the Los Angeles Centralized Eligibility List (LACEL), and collaborate with Head Start and Early Head Start facilities in the surrounding area. The goal in working with parents to address needs of young children (age 0-5) will be to improve readiness for school as well as preparation of parents to ready their children for school. The program and activities will improve alignment, collaboration, and transitions between early learning programs for children birth - age 3 and in kindergarten through age 5.

g. Service Plan for Special Education

SVMS will utilize the Los Angeles Unified School District Enrollment Form, specifically Section D Student Educational Information to identify the services a student receive(s). All office personnel will be trained to request a copy of current Individualized Education Plan (IEP). If the student has an IEP, the administrator responsible for special education will review documentation for appropriate placement. A designated staff member will contact the special education unit for appropriate placement before the student enrolls at SVMS. The office personnel and administrator/designees will familiarize themselves with the form and their duties to ensure that students who require special services are identified and promptly provided appropriate school programs and services. Once the student is enrolled, the student's active IEP in the Welligent IEP system can be accessed from their previous school. If the student is transferring from another school district, office personnel will promptly request and obtain the IEP and any other records from the previous district.

The process to determine a child's Free and Appropriate Public Education (FAPE) will be put in place and understood by all staff members for referring students who may require special services. Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education

assessment. The request must be in writing and entered on the Request for a Special Education Assessment Form. Once a written request for a special education assessment has been received, the administrator/designee has 15 days to develop and provide the parents with a special education assessment plan. The parent approves, signs, and returns the assessment plan. The assessments are conducted and reports are prepared. The IEP meeting is scheduled and team members are notified no later than 10 calendar days prior to the scheduled date of the meeting. The IEP meeting is held within 60 calendar days of receipt of signed special education assessment plan. The school will ensure that documents are translated, if necessary, prior to the scheduled IEP meeting. The IEP will be implemented immediately. The parent is provided reports on student's progress as often as parents of general education peers are provided reports on student progress. Subsequently, the IEP meeting is held to review its appropriateness within one year of the previous IEP meeting.

SVMS will have a system in place to ensure that IEP meetings are held within required timelines utilizing the LAUSD's Welligent IEP system and an internal calendar. Then IEP team members will be appropriately selected and notified of IEP meetings utilizing the Welligent IEP system and memorandum. This will provide the opportunity to align all team members schedule to ensure attendance. The school will create a system to inform all staff of their responsibilities for the IEP meeting, during the meeting, and in the implementation of the IEP. All IEP team members will be prepared for the meeting by implementing a system that requires all pertinent information and documentation inputted five days before the IEP meeting in the Welligent IEP system. The school will ensure that the rights of the parents prior to and during the IEP meeting. The IEP meeting will be conducted in a manner consistent with District policies, guidelines and procedures. The school will ensure that a translator is provided when necessary. SVMS will adhere to the Individuals with Disabilities Education Act that requires students with disabilities to be educated in the least restrictive environment (LRE).

Implementation and monitoring of special education compliance processes are based on Special Education Policies and Procedures Manual, Secondary Instruction and Services – Student with Disabilities Accessing the Core Curriculum found in REF-1276, and Multi-Tiered Framework for Instruction, Intervention, and Support found in BUL-4984.1 to guide practices relating to instruction, prevention and intervention.

The school will initiate the Students with Disabilities (SWD) Team to provide assistance in the implementation of the supplementary instructional program supports, which include accommodations and modifications. The accommodations and modifications are essential for all students to access the general education curriculum. These supports are vital and are integrated into students IEP. The accommodation and modification on the IEP may include: classroom and campus environment needs; specialized equipment; pacing of instruction; alternate presentation of subject matter; material adaptation; modification of assignments; self management/follow-through strategies; social interaction support; tested adaptations; and identification and use of motivators and positive reinforcement strategies.

The SWD Team will ensure the collaboration between general education teachers, special education teachers, paraeducators, other school support staff and related services personnel. There will be opportunities to have staff work collaboratively in planning, instructing, and evaluating the performance of students with disabilities. There will be assistance and guidance for school staff to adjust their schedules and duties in order to implement LRE. There will be opportunities to work collaboratively with to provide staff development and technical assistance related to the SWD Team in the implementation of instructional services. The team will ensure the development and implementation of instructional interventions within the general education program. The SWD Team will assume primary responsibility for including students with disabilities, who are assigned to their classes, in meaningful ways within instructional activities. The school leadership will create the conditions for collaboration with the special educator to identify and implement specific curricular adaptations and instructional strategies identified as needed by the student with a disability. Additionally, the professional development plan will create opportunities to work collaboratively with others, utilize effective instructional practices to support effective LRE implementation. It will be a goal of the educators to provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities. Lastly, the school will ensure that the related services and IEP objectives of all special education students are addressed in their daily schedules.

Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally from his or her instructional program. The IEP team's determination of related services shall be included in a summary offer of FAPE within the IEP. It is recommended that the IEP team administrator of the school contacts the appropriate District personnel before the IEP team meeting, to ensure that the team is fully knowledgeable of the array of program options for the students.

B-2. Professional Development (PD)
a. Professional Culture

The professional culture of Sun Valley Middle School will be characterized by performance excellence, strong instructional teams, open communication, collaboration, continuous data-driven learning, innovation, flexibility and accountability. One goal is to create a community of learners among the teachers and staff of the school which will effectively model for students what it means to be life-long learners. Teachers will work collaboratively to create lessons and activities to implement as part of their instruction. Sun Valley Middle School will employ Professional Learning Communities (PLC) grouped specifically by content and grade level. These PLCs will bridge across all academies and provide structured protocols that assist in professional learning for teachers. PLC embraces the concept of a learning organization that strives to develop collaborative work cultures for teachers in the everyday workplace. Knowledge and teaching practices are best shared, communicated, and understood in the daily experiences of teachers and their peers (Professional Learning Communities: What are they and why are they important? *Issues...about Change,* Vol. 6, No.1, 1997). Teachers can best understand and assist the school community through critical reflection with fellow co-workers ho share similar experiences and students with common needs. Actively engaging teachers in PLC

will increase professional knowledge and most importantly, enhance student learning and performance (Berry et al., 2005; Hollins et al., 2004; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003).

Within the PLC teachers gather together by subject to brainstorm and try out different strategies and lesson activities adapted for the students they are teaching. Lessons and strategies will focus on standards that data has shown students have had difficulty in mastering. Professional development is structured with a focus on improving student achievement. When teachers gather to debrief lessons that were developed collaboratively and executed, discussion will be centered on how well the students did. The focus of each conversation is on connecting student understanding with the lesson that was delivered. One of the advantages is that teachers construct their own learning through practical experiences and are more likely to continue using their newly acquired repertoire of lesson ideas and change the way they teach *all* of their students (Costa & Garmston, 2002a; Lockwood, 1998). Teachers learn to get through to their students rather than simply get through a textbook. In addition co-teaching opportunities will be created to support the diverse needs of our student population.

This "student centered model" engage teachers in collaborative inquiry among their distinct learning communities to improve student achievement. This new structure will utilize a cycle of improvement to ensure that teachers, reflect on, refine, and reapply lessons. With an hour and a half each week for staff development, teachers will have time to discuss individual student needs and be able to create and model successful lessons that demonstrate how those specific students are supported. Staff will work to ensure the differentiation of instruction to reach individual students across all learning modalities with this opportunity to learn and garner information from each other. Staff will use and enlist successful strategies in each teacher's individual environment which will also help to maintain continuity for each student across the teaching team.

To be true Pioneers, the PLC at Sun Valley Middle School will initiate the Students Improvement Through Teacher Empowerment (SITTE) to improve student performance through a Responsive Teaching Cycle (RTC). The (SITTE) approach is based on the idea that teachers learn and grow by becoming problem solvers, rather than by being recipients of one-size-fits-all solutions generated by outside agencies. The theory of change is based on research that suggests teachers' beliefs and practices are also shaped *by their experiences in the classroom*. Thus, SITTE utilizes teachers' classrooms as the laboratories in which they can conduct practical inquiry and apply their professional knowledge. Rather than have teachers leave the school site to get additional training, research suggests that our form of job-embedded professional development is more effective than traditional staff development workshops" (Cheng, I., The Responsive Teaching Cycle and its Impact on Student Achievement, 2011).

Teachers will use the Responsive Teaching Cycle in Professional Learning Communities to provide structure and protocols that will be followed in departments meetings held every Thursday. Time will be allocated for professional development to rely on specific staff strengths in curriculum and instructional delivery. This will bolster areas where other staff members are having difficulty in meeting the needs of all students in the area of student learning. PLC will

create student centered lessons which will target key state standards to make them more accessible to every student.

PLC will create a culture of internal accountability to increase teacher understanding of student thinking, taking into account the Cognitive Guided Instruction (University of Wisconsin in Madison). As a result of PLC, teacher practices enhance and feed the growth of student achievement and success. SVMS will establish strong instructional teams and incorporate open, two-way communication between teachers and administrators. Teachers and administrators will have opportunities to provide feedback. The school will achieve effective communication through multiple channels for teachers to give and receive information. Leadership and administration will facilitate regularly scheduled meetings with each teacher, observe teacher habits and maintain a constant open line of communication via email. Together the staff will diagnose and monitor teacher satisfaction through surveys which will be regularly monitored by the School Council. SVMS will establish a professional culture that produces and recognizes excellence.

The school will work to improve teacher performance and establish individual professional growth targets. It will work toward creating individualized professional development for teachers at varying levels. Professional Growth Plans (PGPs) will be created annually at the beginning of the school year. Administrators and teachers will meet to analyze specific student achievement and performance data of the students the teacher is currently assigned to, review and identify best practices and research-and/or evidence-based professional development to help improve student performance, and agree on a plan to determine the effectiveness of the professional development. The administrator and teacher sign the PGP form to indicate approval and support of the identified professional development and initiate the plan. During the school year, teachers will participate in the professional development activities indicated in the PGP. These activities are aligned with the school plan and the stated objectives meet the goal for high student performance. At the end of the school year, administrators and teachers meet for a final review of the PGP. Teachers may bring documentation supporting the components of the PGP. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, implementation of professional practice intervention(s), etc. are reviewed. The administrator and teacher determine if the professional development was effective, sign and date the PGP indicating consensus of results, and plan for next year's PGP.

Professional culture described is aligned to current research in effective teacher learning and includes an accountability or evaluation piece that goes beyond the current District "Stull" evaluation.

b. Professional Development

Student and staff performance will drive professional development for teachers and the principal. The goal is to increase teacher and principal effectiveness to increase student academic achievement outcomes. Professional development engages the principal and the teachers in ongoing collaborative reflective practice, analysis of current relevant real –time student

performance data, and thoughtful discussion about best practices in instruction. Effective professional development (PD) at Sun Valley Middle School will involve a focus on and responsibility for student learning as well as professional learning communities that deepen teachers' understanding about the teaching/learning process and the students they teach (Little, 1996; Darling-Hammond & McLaughlin, 1996). SVMS PD will provide opportunities to learn that are linked directly to solving problems that are defined by the gaps between goals for student achievement and actual student performance (Hawley & Valli, 1996). PD will focus on meeting the needs of all students. SVMS will establish structures to support the culture and relationships described. SVMS will also utilize a variety of results and data-driven best practices and ongoing assessment to acquire the appropriate knowledge and skills of content specific pedagogy in English language arts, mathematics, science, social studies, and physical education. PD topics will include: project-based learning, how to teach effectively in a block period bell schedule, and technology integration strategies. Professional development will also focus on classroom management with support and leadership provided by the Positive Behavior Support Team which is a group of elected teachers that develop discipline policy with the dean, administration, students and parents. The professional development on teaching in a block period will begin second semester of the 2011-2012 school year. One professional development Tuesday per month will be dedicated towards strategies to teach in a block schedule. A common planning day Thursday will be utilized to develop a lesson with the department. A special bell schedule will be created the following week on Tuesday and Wednesday where the classes will be blocked into an extended 1, 3, 5 and 2, 4, 6 period day. The following common planning day will be utilized to debrief what worked or didn't work and how to improve instruction the following month.

In the first year teachers will engage in professional development on designing daily instruction that meets the level of cognition required by the standards. This will ensure that instruction is standards-based on a daily basis. In the second year of operation, the critical focus of professional development will be on data-driven instruction. Teachers will learn to, and then will be expected to demonstrate how they are using data to make instructional decisions every day. Finally, because professional development decisions are partly based on student proficiency data, the school will consistently seek to leverage the most high-impact in-service activities to ensure raised student achievement. In this way, professional development becomes instrumental to the school's ability to obtain high academic outcomes for all students.

• **Pre-service professional development and planning**: Time will be planned for all teachers. The focus is on instructional priorities that will be set by performance data, principal and teacher feedback.

• **Weekly common planning time/professional development**: The school schedule has been established to support weekly common planning time for teachers to plan lessons, work with mentors and lead teachers, and peer coaching/teacher observations. The school will dismiss early each Tuesday. The principal and school leaders will develop professional development plans based on student data and the school's pre-selected instructional hallmarks. All PD must be aligned to the schools mission and goals. Quantitative goals will be finalized when examining incoming student CST scores. Weaknesses and strengths will be highlighted and identified to

better shape upcoming common assessments and lesson development. As goals are established, a database of effective strategies will be catalogued and saved into teacher notebooks which will be an evolving collection of best practices that have been proven to be effective. Teachers will then have a portfolio developed by collaborative peer work that highlights only effective lessons and strategies to guide instruction for the current year along with upcoming years.

The Responsive Teaching Cycle (RTC) is a model centered around the knowledge of student thinking which is an interwoven cycle based on a Plan-Do-Check-Act cycle of inquiry (Wilms, 2003). In the 'Plan' step, the staff discuss research they have acquired which is based on current knowledge of student thinking. The staff will utilize data to collaboratively identify the needs of students' skills. Once the skill has been identified, the staff work together and create a lesson to address the given skill. The variety of experience and expertise of teachers will be utilized in creating lessons with appropriate support materials including thinking maps, foldables, Cornell Notes, interactive notebooks and various scaffolding strategies that optimize student learning. Staff will utilize the content specific expertise of academic coaches and administrators in assisting with the creation of lessons.

Teachers will be cognizant of student misconceptions, taking care to identify common student distracters. It is essential to every successful lesson that teachers are responsive to students' rationale in disseminating information, and expect growth in student achievement and aptitude. Differentiating instruction will be the focal point in the development of all collaborative lesson planning. Once the engaging lesson and its supporting materials are created by the teachers, it will then be implemented through the 'Do' step of the plan. In the next step, 'Check', teachers reconvene to analyze the successes and the failures of the lesson. All participating teachers will take part in the debriefing of the lesson with sample student work and collected data from common assessments and lessons. Finally, in the 'Act' step of the plan they strategize to develop appropriate interventions based on the data collected through the 'Check' step. This will ensure that the staff is presenting the given material in various formats which establish maximum student learning. The staff will recognize that the great need to continue moving forward with the various different standards is essential to the success of our students. Efforts will then be made to incorporate mini-lessons that address intervention needs of the students apparent after the lesson is evaluated.

To maximize collaboration and time, the Professional Development Day and the Common Planning Time will be merged into a single weekly Professional Development Day. All teachers will use "banked time" for professional development in their respective learning communities (department and grade level teams). Resource teachers will meet with their assigned general education teachers to actively participate in the lesson planning process. In cases where a resource teacher is assigned to multiple general education teachers, he/she will create a rotating professional development schedule to maximize time with each peer. Meeting time will utilize the RTC model to design lessons with supporting materials, which include the instructional strategies described above: SDAIE, thinking maps, Cornell notes, Interactive Notebooks, and technologically diverse strategies (pod casting, PowerPoint, Photoshop, videotape documentation, self reflection, and interactive whiteboards).

A typical professional development day will be 90 minutes in duration broken into a specific routine. The first 15 minutes will be allocated for department general business. The next 30 minutes PLC's will concentrate on the RTC 'Check' component of the Professional Development plan. The final 45 minutes will be used for the RTC 'Plan' component. It is important to note that given the special circumstances of the Arts/Electives department other arrangements will be made to have these team members work collaboratively to produce project based lessons that can be implemented not only in the Arts/Elective classrooms, but in the core classrooms. The Arts/ Electives team will work in collaboration with administration to produce a meeting protocol that will take the fundamental ideals of the Plan, Do, Check, Act protocol, but inimitably tailored it so that it meets the unique needs of the department. In addition as school wide productions or presentations present themselves, adequate common planning time will be dedicated towards preparing for these events.

Teachers will have the opportunity to participate in a summer institute supplemented by in-service professional development days during the school year. Weekly staff development opportunities are structured into the bell schedule on early-release Tuesdays. The School Betterment Council will work with school administration to design the professional development calendar each year, setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive. Furthermore, facilitation of professional development is shared among the staff. A teacher leader will be trained in a strategy and return to the site to train others and support implementation. Community learning and outreach will be crucial as teachers conduct workshops with community organizations and leaders who provide feedback and valuable resources.

Common Planning time will be utilized by supporting staff and out of classroom personnel to contribute to student success. English Language Development and Title One coordinators will meet within the English Second Language department to provide support and resources through the RTC process. All counselors, psychologists, counselors, Dean, Probation Officer and Special Education coordinator will meet as a department to discuss pertinent issues directly impacting our students' success. Teacher's assistants will be assigned on a need basis by administration, whenever possible they will be involved in the RTC process with their assigned respective teachers to better acquaint them with the material that will be presented.

Administration will be responsible for checking in with their assigned departments to answer questions and collect sign-in sheets. Efforts will be made by administration to collect all sign-in sheets within the first 10 minutes of the professional development time. Department meetings will be required to have an agenda and record meeting notes with next steps documented. These will be submitted to respective administrators.

In addition, the staff will use professional development time to create common formative and summative assessments to measure the effectiveness of the created lessons. Careful consideration will be given to embed daily formative assessments which will provide immediate data that will be used to guide instruction. This time will be used to analyze data collected from

district and state standardized tests, such as California Standards Tests and periodic assessments. The data collected will directly be used to identify strengths and weaknesses of students' comprehension of the key standards being practiced. Lessons will also tap into students' prior knowledge and experiences to make the material more meaningful and relevant. A portion of the PD time will be used to create supplemental mini lessons and activities that address the intervention and cultural needs of all students. Although the majority of the common planning time will be dedicated to teachers collaborating in creating lessons, a monthly workshop opportunity will be scheduled to provide additional support to staff. Efforts will be made to provide different workshops dealing with topics that are pertinent to the staffs needs. These workshop topics will range and include: state educational code mandates, school relevant LAUSD mandates, Personalized Learning Environments, School for Advanced Studies, classroom management, procedures, discipline, technology use and others.

SDAIE sessions will be implemented through professional development sessions during the first six months of the professional development schedule. SVMS will plan professional development on the implementation of the Sheltered Instruction Observation Protocol (SIOP) model (Echevarria, Vogt and Short 2008) and Cognitive Academic Language Learning Approach (CALLA) (Chamot and O'Malley, 1994). In addition, there are specific school based recommendations for LTELs based on Reparable Harm (Olsen, 2010) that SVMS plans to integrate.

To reach the goals identified in the previous section, the school will utilize a portfolio of professional development opportunities like EduCare Foundation, five California Subject Matter Projects in Writing, Reading and Literature, Mathematics, Science, History-Geography and a School Transformation Project that brings together multiple teachers learning and coaching opportunities at a school site. Additional potential providers include NCTM conferences for math teachers, California Association for Health, Physical Education, Recreation and Dance, National Science Teachers Association conferences and National Science Foundation's Problem- Based Learning Project, and National Council of Teachers of English conferences, Columbia Teacher College Writing and Reader's Workshop Training, and The Success For All Foundation Literacy Conference. Additional external professional development support for the school may come from CUE (Computer Using Educators), NECC (National Educational Computing Conference), California League of Middle Schools Annual Conference, With Different Eyes Conference, CMC (California Mathematics Conference), and MyData training.

Tentative Professional Development Calendar	
First Day of Instruction August 14,2012 Pending district early calendar	
Professional development days (early dismissal)	Professional Development Topic
08/06/2012	3 days Teaching in block schedules
08/09/2012	½ day CST Data analysis and ½ Break out into Houses.
08/10/2012	1 day Thinking Maps
08/21/2012	Collaborative Lesson Planning (RTC)
08/28/2012	AVID Introduction
09/04/2012	Collaborative Lesson Planning (RTC)
09/11/2012	Project Based Learning
09/18/2012	Collaborative Lesson Planning
09/23/2012	Thinking Maps Follow Up/ Share out
10/02/2012	Collaborative Lesson Planning (RTC)
10/09/2012	Quarterly Assessment 1 Data Analysis
10/16/2012	Collaborative Lesson Planning (RTC)
10/23/2012	AVID
10/30/2012	Collaborative Lesson Planning (RTC)
11/06/2012	Collaborative Lesson Planning (RTC)
11/13/2012	AVID
11/20/2012	Collaborative Lesson Planning (RTC)
12/04/2012	Project Based Learning Follow Up/ Share out
12/11/2012	Collaborative Lesson Planning (RTC)
12/18/2012	Team Building Activity
01/08/2013	Collaborative Lesson Planning (RTC)
01/15/2013	Developing Gallery Walk Protocol
01/22/2013	Collaborative Lesson Planning (RTC)
01/29/2013	Gallery Walk and Share out
02/05/2013	Collaborative Lesson Planning (RTC)
02/12/2013	Quarterly Assessment 2 Data Analysis
02/19/2013	Collaborative Lesson Planning (RTC)
02/26/2013	CST Prep Follow up/Share out

Tentative Professional Development Calendar	
First Day of Instruction August 14,2012 Pending district early calendar	
Professional development days (early dismissal)	Professional Development Topic
03/05/2013	Collaborative Lesson Planning (RTC)
03/12/2013	AVID
03/19/2013	Collaborative Lesson Planning (RTC)
04/02/2013	Collaborative Lesson Planning (RTC)
04/09/2013	Using Technology in the Classroom
04/16/2013	Collaborative Lesson Planning (RTC)
04/23/2013	Collaborative Lesson Planning (RTC)
04/30/2013	AVID
05/07/2013	Quarterly Assessment 3 Data Analysis
05/14/2013	Collaborative Lesson Planning (RTC)
05/21/2013	Closing Procedures
05/28/2013	Collaborative Lesson Planning (RTC)
06/04/2013	Team Building Activities

i. Management of Multiple Schools

YPI's role in providing professional development is to provide the support and resources necessary to improve teacher performance and student outcomes. YPI will work with school staff to determine, select and manage appropriate internal and external professional development. It will help facilitate professional development with internal teacher experts and professional development contracts with external providers like UCLA Center X that offer instructional support at the schools, as well as the support of educational technology specialists. YPI will continually seek to develop school administrators and teachers as professional educators by facilitating peer relationships through coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be a candid search and strategy for improvements to maintain the values of serving students, professional development, and self-renewal that are central in school cultures.

YPI will work with the school to implement professional development systems that are focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards and research-based, academically rigorous, and uniformly available to all students. The organization will work with schools to establish a structure in which the staff will dedicate "banked time" professional development throughout the school year. Through this program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.   YPI will work with the schools to explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons. YPI will encourage the research and utilization of best practices at the schools as it applies to the needs of the specific school and corresponding school population. The organization will support teachers by providing opportunities for professional development in order to build the capacity of teachers to best instruct students. It will promote best practices by utilizing professional learning communities like a Critical Friends Group, peer coaching, and individualized professional development.

Teachers will be provided the opportunity to establish a professional learning community, a Critical Friends Group, that voluntarily comes together to improve their teaching practices

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through collaborative learning. In these meetings, teachers review the organization and schools' shared norms and values and engage in reflective dialogue about their work and school operations. Participation in this group will encourage a collective focus on student learning as well as continuous improvement. This kind of collaborative practice builds the spirit of shared responsibility within teachers for the learning of all students. YPI will work with the school to establish a professional learning community by providing space and time for teachers to gather and talk which will incite a sense of empowerment and autonomy over their capabilities and teaching roles. Through supportive partnership, YPI will work to encourage the sharing of the schools' vision and mission as well as best practices.

In order to share best practices, YPI will also work with the school to facilitate peer coaching. Two or more teachers may work together to improve teaching performance. Teachers will have the opportunity to reflect on current practices, expand, refine, and build new skills. Peer coaching will be offered as an option to share new ideas; teach one another; conduct classroom observations; and, solve any workplace problems. Like Critical Friends Groups, peer coaching will focus on the collaborative development, refinement and sharing of professional knowledge and skills. Teacher coaches may facilitate strategies or formal structures for examining student work or teacher work. Teachers will support each other and improve their teaching by giving and receiving feedback, questioning each other and themselves, reflecting on their work or their students' work, addressing dilemmas, collaborating across disciplines, and confronting assumptions, mindsets, and expectations.

c. Teacher Orientation

SVMS will establish a new teacher support system. To orient and prepare teachers to deliver the curriculum, utilize the instructional strategies, and differentiated instruction all teachers will collaboratively design lessons that are aligned with the established curriculum. The establishment of professional learning communities will alleviate the stress and pressure all new teachers face. New teachers will have a varied group of peers who teach the same subjects and share the same or similar students. An administrator will facilitate a weekly new teacher meeting where they will be trained on pertinent operational tools and procedures. New teachers will also be provided a Standard Operating Procedure binder that they will be able to utilize and update. This binder will have basic school information, mentor or partner teacher contact information, and standard LAUSD and SVMS forms outlining policies and procedures. Simple step by step instructions will be provided to help them access the most utilized online LAUSD resources (e.g. Integrated Student Information System, Webmail, MyData, and ConnectEd). Also included in the binder will be: a list of offices; school and district wide contact information; basic forms that are utilized by LAUSD and SVMS (e.g. Acceptable Use Policy, Child Abuse, Field Trip, technology forms, permission slips); school discipline policy and procedures; roll book requirements; and, grading policies. This binder will be a living document and a vital part of new teachers' success. These accumulated norms and practices will only bolster new teachers' confidence and skill set.

PLC will develop a collaborative spirit that creates bonds and friendships which bolster morale. New and existing teachers will have an open forum for clarifying questions and requesting

support. This nurturing environment will ease the difficult transition into a new schoolroom. Each new teacher will also be able to grow as an educator with the help of a mentor teacher, an established veteran teacher that has earned high marks for collaboration and effective teaching practices. In addition, new teachers will receive support by meeting a minimum of once a month in a new teachers club. Participation in the new teacher's club will reinforce organization, classroom management, technology integration coupled with instruction and curriculum norms and general practices.

d. PD Program Evaluation

Professional development will allow teachers the time to examine data and seek guidance where and when needed. The PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Self-assessed data-based analysis will be performed by administrators, teachers, and all community stakeholders to maximize student learning and achievement. Professional Learning Communities will gather data from common assessments created collaboratively with district-created periodic assessments to measure teaching effectiveness. Based on the collected data, PD may be modified to address identified areas of need.

SVMS will utilize 'Gallery Walks.' Teachers will walk through other classrooms and make observations of their fellow teachers. They will observe and learn teaching strategies that are being utilized in other classrooms. A form based off the Marzano Observation Protocol Short Form will be utilized by the observing teacher and/or administrator (Marzano, 2009). (Moreover, the use of this system would allow the administrators to participate in the Leaders of Learning Training by iObservation.) To further evaluate the effectiveness of the professional learning communities, teachers will complete an evaluation form to collect input that will be used to further develop and support the program. The New Teacher program will be evaluated through surveys completed by the administrator and the new teachers. The changes will be implemented through the results of the surveys.

A four-person team will be formed at the middle school, comprising teachers and administrators. Evaluation design will identify outcomes expected (Mullins 1994) that can be quantified on a quarterly basis through formative evaluation. Following research (Guskey and Sparks ,1991), the evaluation design will pose the following questions to be answered by each teacher. Is staff development program driven by clearly stated, measurable school objectives? Is a systemic view of the change process expressed in the program's plans? Are appropriate parts of the organization contributing to the change effort? Is there parent engagement? Is curriculum revision needed? Are changes in supervisory practices needed? Is staff development program's content grounded in research? Summative evaluation will be collected yearly and will assess success of professional development on three levels. Changes in teaching practices will be documented through surveys and questions completed at the end of the year. The second level will document changes in school culture and climate through improved teacher skills, better integration in the community, and real partnerships with parents and community organization, which will be documented through community surveys, partnership meetings, parent and student surveys and interviews. The third level will determine effects of professional development on student

learning in core competencies and in the school theme. The program will use evidence of improvement in learning from all assessment measures, including standardized tests, portfolios, capstone projects, assessment rubrics, and completion of classroom projects.

B-3. Assessments and School-wide Data

a. Student Assessment Plan

SVMS will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Standardized testing will not be the only means of assessing students. Students will be assessed regularly throughout their years at the middle school through a variety of methods (see chart below). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis using local, state, and national standards. The school will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. Assessment at SVMS will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at the school will include essays, performances, debates, staged conferences, presentations, and community service projects.

 School wide **quarterly assessments**, such as Gates-MacGinitie and 4Sight, will be utilized to monitor student progress and determine if students are in need of additional interventions or more challenging curriculum (e.g. for gifted students). In science and social studies, quarterly assessments will be designed using a test-generator tool like Core K-12. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. Two teachers who teach the same grade level and content area can collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

Classroom assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Summative and formative assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and

allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly.

 Portfolios that reflect expected school-wide learning results (ESLRs) as outlined in the section above provide students with the opportunity to reflect upon and demonstrate their learning. Students will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will engage with teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and set new short and long term goals with a teacher. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric. Beginning in the 6th grade, each student's portfolio will be handed to the following grade's teacher of that same subject. Thereon instructors, with the objective of student improvement, can better track individual learning difficulties and achievement benchmarks.

 SVMS will explore utilizing **capstone projects** and **presentations of learning (POL)** at the end of each semester to demonstrate student learning across disciplines. Capstone projects and POL may take the form of an exhibit, community project, or theatrical presentation. Student teams can use tools such as HyperStudio and PowerPoint to present their information to the class. Using a teacher-created rubric to assess mastery, students will have developed a clear understanding of what was expected of them in a successful presentation. School staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

 State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams. The information below outlines a balanced suite of quantitative and qualitative assessments, an approach that is supported by research (Stiggins 2005): teachers must be knowledgeable to select the appropriate test given the level of cognition required by the each standard. Standards at a high level of Bloom's Taxonomy (e.g. synthesis) may require a performance assessment, such as a capstone project. Lower levels of Bloom's are effectively assessed with multiple choice or constructed response assessments. All teachers will be trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required).

Benchmark: Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. To meet this need, all content area departments will develop and administer common objective assessments to compare data. In ELA and math, the assessments may be externally designed for example using programs like Gates MacGinitie and 4Sight for ELA and Math or Northwest

Evaluation Association (NWEA), and Assessment and Learning in Knowledge Spaces (ALEKS) for Math. In Science and Social Studies, teachers will work together to develop standards-based assessment items (or consider the Compass Learning benchmarks). They will be able to use the test-item generator function of Core K-12 to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments like section quizzes and chapter tests to be used formatively (daily and weekly) and summatively (capstone and presentation of learning projects, etc.). All teacher-designed assessments, including the Capstone and POLs projects will be designed based on an analysis and alignment to the state content standards.

LEARNING	LEARNING OUTCOMES	ASSESSMENT METHODS	ASSESSMENT
English/ Language Arts	SVMS will work to ensure that: - at least 75 % of students demonstrate proficiency on grade- level content standards on quarterly assessments with emphasis on: grade-level appropriate reading with comprehension; speaking with clarity and meaning; thorough and analytical response to historically and culturally significant works of literature; clear and effective oral expression; clear and well structured persuasive writing - 100% of students demonstrate academic growth and improvement over time using periodic and quarterly assessments.	- State Mandated Tests - Portfolios of written work - Teacher developed and textbook assignments and assessments - Oral presentations - Faculty-developed rubrics - Classroom Projects - Semester Capstone projects - Year end Presentation of Learning projects - Benchmark assessments (like 4Sight, Gates MacGinitie, NWEA Maps) - Summative assessment (e.g. Compass Learning)	Annually Quarterly Daily Quarterly Ongoing Ongoing Ongoing Annually Quarterly Every 3-6 Weeks

| Mathematics | SVMS will work to ensure that:
- at least 75 % of students will demonstrate proficiency on grade-level content standards, with an emphasis on: understanding of formal logical reasoning; application of logical reasoning; analytic and symbolic processing; arithmetic and algebraic manipulation and construction; number sense; skills in measurement and geometry data analysis, probability, and statistics; algebraic thinking
- 100% of students demonstrate academic growth and improvement over time using periodic and quarterly assessments. | - State Mandated Tests
- Portfolios of mathematical work evaluated with school- and classroom developed rubrics
- Teacher developed and textbook assignments and assessments
- Classroom Projects
- Semester-end Capstone projects
- Presentations of Learning Year-end Projects
- Assessments (like ALEKS and Compass Learning) | Annually

Quarterly

Daily

Daily

Ongoing

Annually

Every 3-6 weeks |

History/Social Science	SVMS will work to ensure that: - at least 75 % of students will demonstrate proficiency on grade-level content standards, with an emphasis on: intellectual reasoning; research skills; chronological and spatial thinking; understanding of different points of historical and social sciences analysis; historical interpretation - 100% of students demonstrate academic growth and improvement over time using periodic and quarterly assessments.	- State Mandated Tests	Annually
		- Portfolios of work evaluated with school- and classroom-developed rubrics	Quarterly
		- Teacher-created and textbook assignments and evaluations	Daily
		Classroom Projects	Ongoing
		- Semester Capstone projects Year-end Presentations of Learning projects	Ongoing
		- MyData (or equivalent)	Annually
		standards-based assessments (Compass Learning)	Quarterly
			Every 3-6 weeks
Science	SVMS will work to ensure that: - at least 75 % of students will demonstrate proficiency on grade-level content standards, with an emphasis on: proficiency in the fundamental concepts and terms of various branches of science; skills in investigation; skills in experimentation - 100% of students demonstrate academic growth and improvement over time using periodic and quarterly assessments.	- State Mandated Tests	Annually
		- Portfolios of work evaluated with school- and classroom-developed rubrics	Quarterly
		- Teacher-created and textbook assignments and evaluations	Daily
		Classroom Projects	Ongoing
		- Semester Capstone projects Year-end Presentations of Learning projects	Ongoing
		- MyData (or equivalent)	Annually
		- standards-based assessments (like Compass Learning; ALEKS)	Quarterly
			Every 3-6 weeks

b. Graduation Requirements

The requirements for students to graduate from Sun Valley Middle School align with LAUSD's criteria to receive a middle school certificate of completion and participation in the culmination activity. First and foremost, students must pass all courses. Second, they must meet the standards-based promotion criteria. Students in the mainstream program must receive a reading score above "far below basic" on the California Standards test in English/Language Arts or a *Degrees of Reading Power* unit score at or above 56 or a Spring Final Report Card English grade of D or above. They must also receive a mathematics score of "basic" or above on the California Standards Test in mathematics from the previous year or a Spring Final Report Card Mathematics grade of D or above. English Learners in ESL courses must pass Fall or Spring ESL Block and attain an overall CELDT score as follows:

Students Enrolled in   Minimum CELDT score

ESL 1A/1B   1

ESL 2A   2

ESL 2B/ESL 3   3

ESL 4   4

The promotion policy will follow National Research Council recommendations. The school will use a combination of a test-based promotion decision (utilizing final year exams in each subject averaged with a benchmark diagnostic such as NWEA MAPS) and an intervention/alternative program. These recommendations will identify at-risk or struggling

students early so they can be targeted for extra help and provide students with opportunities to demonstrate knowledge. To be promoted, students must score at or above performance level 2 in a system of 4 performance levels, with 4 being exceeds standards and 1 indicating that the student shows academic difficulties. The policy places emphasis on identifying students at the beginning of the school year who are at risk of not being able to access the curriculum. These students must receive intervention services. This could include differentiated instruction in the classroom or small-group instruction. Students who score at level 1 mid-year are encouraged to enroll in after-school and Saturday school programs. Students who remain at 1 level in the spring are mandated to attend summer school. If they do not meet standards at end of summer school, their portfolio of work is reviewed to determine if the student has higher than 2 level skills and is only dealing with a testing obstacle as opposed to a knowledge/skill obstacle. SVMS will implement the District's Individualized Graduation Plan that is aligned to the University of California and the California State University systems to counsel students regarding promotion and graduation requirements and monitor student progress toward greater student achievement. The plan will be based on graduation requirements, and students will work with parents and counselors to develop a learning plan and establish a pathway to college and/or career. This Middle School Individualized Culmination Plan will focus on academic, personal and career

planning and incorporate data-driven decision making, the mastery of content standards and individual goal setting. Students will have multiple pathways to college and career plans and may combine academic core plus technical knowledge and skills to achieve their goals. This plan will be used by all students, including students with disabilities, English Learners and Standard English Learners who will have access to a rigorous curriculum with opportunities to make regular and necessary changes in plans as needed. This worksheet will be developed and revised annually and collaboratively with student and parent input.

c. Data Collection and Monitoring

SVMS will use the LAUSD Integrated Student Information System (ISIS) to track

student records and identify services to report to the District, including assessment, graduation/ completion rates, suspensions, placement, transition, disproportionally, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions. Reports provided as part of ISIS will include a monthly suspension/expulsion report throughout the school year, a monthly SESAC Report and Welligent Student Listing Verification, California Basic Educational Data System (CBEDS), California Longitudinal Pupil Achievement Data System (CALPADS), an All Students Enrolled Report, Core K12 and MyData.

Staff will monitor student and school progress through collection of academic assessments, teacher assessments, student portfolios, and state tests, through software such as PowerSchool and MyData. Data will be analyzed annually and compared to previous years' data to determine student progress and effectiveness of curriculum. Monthly data conferences, diagnostic testing and other assessment data will be used to drive instruction. School staff will examine the following data to identify students at risk of failing and patterns of achievement across classrooms: attendance, discipline (suspension/referrals); diagnostic test scores; grades; IEPs; CST and CELDT scores. The use of MyData will facilitate an examination of all data, as the leadership team will be able to generate school, grade-level, class, and student-level reports,as well as a comprehensive profile of each student. The school will track information presented in the LAUSD School Report Cards, including API score and AYP status. The Report Card desegregates ELA and math achievement by advanced/proficient categories for all ethnic groups and by special education, gifted and talented, and economically disadvantaged status. SVMS will leverage the LAUSD system to gather and report information, including student outcomes and academic progress (middle school readiness of students in ELA, math, EL reclassification rate, and proficiency of students on state tests and the numbers improving and declining). SVMS will use surveys to assess teaching, leadership, and culture, as well as to assess campus safety and student/parent satisfaction.

Using the CA Content Standards, SVMS will define what students should know and be able to do in each grade level core subject area by course. These measurable student outcomes will be based on the curriculum content and serve as the basis to measure student progress. Student success in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both increase learning

and provides certainty of accountability. The assessment measures will contain the following but not be limited to:

• **Benchmark Assessments**: The school will administer interim benchmark assessments aligned to the California State Core Standards as one of the indicators of student proficiency, to inform instructional practices, and to influence teacher reflection and improvement of practice.

• **Classroom Assessments and Standards-based Report Cards**: Student work is planned and assessed based on standards assessed in the assignment. Standards-based report cards that will assess student proficiency on grade level standards for the course will be issued every five weeks.

• **CST Results and Analysis**: CST Reports will be provided to the school during the summer and uploaded into MyData for longitudinal analysis. School-wide analysis and planning will begin in the summer prior to the first day of instruction.

• **Diagnostic exams**: students will be given diagnostic exams to determine proficiency in

reading and math. CELDT will be administered at the beginning of the year to determine English language proficiency for those whose first language is other than English.

• **Life and Study Skills**: Student performance in non-academic areas will be measured independently from academic proficiency including behavior, study skills, and work habits.

• **State-Mandated Standardized Tests**: All state tests, CST, and CEDLT, will be administered to establish that the school is meeting state, federal and school performance targets.

• **Quarterly Instruction, Benchmark Assessment, and Analysis**: Instruction for core subjects will reflect research on state standards and instructional units connected to CA Standards tests. Benchmark assessments will be administered quarterly. Results will be analyzed and provided to the principal and teachers. The performance data will show by teacher and subject matter student performance bands from far below basic to advanced. Teachers and school leaders will meet after each benchmark assessment to analyze data, discuss patterns across grade levels and content levels to make mid course corrections, and share instructional strategies to better meet student needs. Teachers will use data to identify students who need re-teaching, enrichment or acceleration prior to the start of the next instructional period.

• **Summative and formative assessment**: Teachers will use the data from frequent assessments to monitor students in between the periodic assessment. Teachers will review the student data and discuss additional strategies to better meet student needs during the weekly professional development time. Teachers will also share the data with students who will record progress in their subject specific journals and reset their own targets and goals for the upcoming instructional period.

i. Management of Multiple Schools

YPI, in partnership with the school, will review performance data, to drive improvement. Together, they will listen to stakeholder input and respond to instructional concerns and suggest actions to make make mid-year corrections that are based on information gathered on school performance (test scores, assessment results, and feedback from students, teachers and parents). YPI is committed to working with each school to find and create solutions that increase academic gains for students and improve performance. In addition, YPI leaders share ideas from different educational models including charter, pilot and traditional district schools that are successful. With a combination of charter, pilot, and traditional LAUSD model experience, background and support in YPI school board members and executive leadership, the organization will continue to practice integrated reform with each school.

YPI works with the school to assess the overall performance by examining assessments and data collection and providing support and resources for continued improvement. The organization is part of the schools' governance structure which allows for the close monitoring of the school boards and operations. This kind of involvement also allows for the review of teacher and student performance and the provision of site-based leadership opportunities. School administration works with teachers to collect and analyze data that include student test scores, assessment results, and portfolio performances which is then presented to the school board and YPI leadership. YPI reviews performance data to hold itself, school administration, teachers, students and parents accountable for individual performances as well as the school as a whole. YPI (as members and leaders of the school boards) review and analyze performance data provided by school administration during monthly board meetings to continuously drive school improvement by questioning what works, what does not work, and what aspects of instruction and the larger school program can be altered to better serve the students and teachers to increase academic achievement. Organizational leadership suggests additional measures and different avenues by which schools can obtain pertinent information for driving school operations. YPI works with each school to set clear expectations for measures of performance;

enhance school capacity to increase improvement; and engage families and the community in school operations to further success. YPI is committed to effective and continued internal accountability in performance assessment and improvement. It allocates resources where they are needed the most and focuses attention on data-based information relevant to teaching and learning. It is dedicated to improving teacher and school leader effectiveness and provides professional development opportunities for school staff to attend to current information and programs and add or change strategies in response to this information. It will continue to work with school administration to bring in talented personnel into the schools as well as provide support to administrators and teacher leaders. It will continue to work with school to improve instructional programs and differentiated instruction and make modifications to increase learning for students and teachers. The organization will work with each school to review and ensure that the curriculum is being properly implemented and having the intended impact on student achievement. In addition, as one of its cornerstone values, YPI will continue to integrate technology-based supports and interventions.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture

The culture of Sun Valley Middle School will focus on high academic achievement, student success, personalized learning, and a safe environment. It will be student-centered and teacher-supported. Students, staff, families and the community will work together to create a safe and inviting atmosphere dedicated to optimal performance for all stakeholders. Learning will be personal and professional for students, staff, families and community members. SVMS will harbor respect for all people and encourage honorable behavior to make the school a place where people want to be. School culture will be socially and emotionally supportive, family and community friendly, as well as college and career-oriented.

SVMS will place all students into one of two academies by dividing each grade level into two equal groups: Social Justice and Environmental Sciences. The Environmental Science Academy will also host the School for Advanced Studies (SAS). Both academies will implement AVID. Sixth grade students will be placed in each academy but geographically will be situated together in a separate part of the campus to help them slowly adapt to the middle school environment without the anxiety of being around older students. Sixth grade students will also have their own lunch, separate from the 7th and 8th grade students. Within each academy there will be PLC among the teachers, with an emphasis on collaboration. The culture will consist of collaborative staff that establishes Academies to tailor instruction to all students. The staff will be well-trained through the professional development components described above to provide differentiated instruction for all student learning modalities. The professional atmosphere will be welcoming and cordial. Such increased collaboration will contribute to individualized intervention, data informed instruction, and greater use of interdisciplinary, project based learning. The Academy model reinforces the concept that education is not only to ensure that students are taught but to ensure that they learn.

Students will stay in their respective academy for the entire time they attend SVMS. This structure will allow for vertical articulation as well. Teachers will be able to seek information from academy teachers regarding a student who has been in the particular academy all three years. Portfolios can easily be maintained throughout a student's Pioneer career. Healthy competition among the academies can be created to increase school spirit and pride. Project based learning will be developed by each Academy with each grade level working to complete a portion of the project leading to a large culminating project in 8th grade. Tutoring within each Academy will also occur, and parents will have a more manageable system to navigate.

To enhance and augment the instructional program and increase communication with students, parents, and guardians, staff will be encouraged to hold office hours at a suggested minimum of one hour per week. They will publish and post (in class, on the door, syllabi, school web site, etc.) their schedules, so that all stakeholders are aware of visitation times. Times and days will be determined by the teachers, who will keep a log sheet. Times may be before or after school. The

goal is to give students and parents/guardians access to staff in a setting different from standard conferences. Office hours may serve as a time for tutoring, problem-solving, mentoring and advisement, or for rapport building. This element is paramount in the vision to create the best possible learning environment.

The SVMS team believes that learning occurs in inclusive groups that emphasize caring teachers and differentiated instruction (Taking Center Stage, 2001). A unified, collaborative staff will create student-centered lessons that target key state standards while focusing on making the standards more accessible to every student which will achieve a stronger interdisciplinary curriculum that is data driven. Dr. Ivan Chengs's Responsive Teaching Cycle is a Professional Learning Community model (as outlined in the Professional Development section above) that will be implemented by the staff to further more effective and collaborative PD.

SVMS will create a student behavior program that focuses on safety, responsibility, and respect. SVMS will strive to maintain a clean and orderly campus and work closely with maintenance and operations to make them priorities. The new school will make the upkeep of the campus and facilities a high priority to ensure that the school remains a safe and orderly place where learning occurs. It will utilize the student, family and community supports available through the community schools model to address the issues that surround student disciplinary problems and suspensions including gang prevention services and local police department programs and support. A positive reinforcement incentive system will recognize perfect monthly attendance, improved behavior, classroom academics, citizenship, and improved test scores for the CST, Periodic Assessments and other quantitative assessments.

The bell schedule will support learning by establishing an enrichment/intervention period that allows for flexibility beyond core subjects. A 6+1 block schedule will provide 98 instructional minutes in each block period to support learning and higher achievement. The school will have two lunch periods in the daily bell schedule. Sixth grade will have lunch separately from seventh and eighth grade for safety and to decrease bullying. As the middle school will follow the full-service community school model, it will actively partner with teachers, parents, students, and community members to offer a sanctuary and one-stop center open for extended hours each school day and on Saturdays. It will provide services for students and their families before, during, and after the school day at the middle school to improve academic performance, increase family income, reduce mobility, and prepare students and parents for college and career.

After three (3) years of utilizing the plan's bell schedule, staff and administrators at Sun Valley Middle School will re-evaluate the data particular to our campus on the bell schedule's effect on test scores, student and teacher attendance, and student behavior.

Faculty and staff will be dedicated to providing a personalized supportive learning culture for all students. Staff will cultivate interpersonal relationships with students and work with them to provide the necessary resources and support that encourages students to do what they need to do in order to reach their personal, education and career goals. Teachers will become more engaged and involved in the lives of their students, and students will consistently receive praise,

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encouragement, and assistance each day along with personal support for dealing with challenges. The daily +1 period will contribute to the improvement of student-teacher relationships and a unified school atmosphere.

Block Schedule grades 7 & 8			Block Schedule grade 6		
Announcements	8:10 AM - 8:15 AM	5m	Announcements	8:10 AM - 8:15 AM	5m
period 1/2	8:15 AM - 9:53 AM	98m	period 1/2	8:15 AM - 9:53 AM	98m
Nutrition	9:53 AM - 10:11 AM	18m	Nutrition	9:53 AM - 10:11 AM	18m
passing		6m	passing		6m
period 3/4	10:17 AM - 11:55 AM	98m	period 3/4	10:17 AM - 11:55 AM	98m
passing		6m	Lunch	1:01 PM - 1:31 PM	30m
Intervention	12:01 PM - 1:01 PM	60m	passing		6m
Lunch	1:01 PM - 1:31 PM	30m	Intervention	12:01 PM - 1:01 PM	60m
passing		6m	passing		6m
period 5/6	1:37 PM - 3:15 PM	98m	period 5/6	1:37 PM - 3:15 PM	98m
	Total Minutes	425m		Total Minutes	425m
	Passing Minutes	18m		Passing Minutes	18m
	Instructional Minutes	359m		Instructional Minutes	359m

Tuesday PD Schedule grades 7 & 8			Tuesday PD Schedule grade 6		
Announcements	8:10 AM - 8:15 AM	5m	Announcements	8:10 AM - 8:15 AM	5m
period 1	8:15 AM - 8:57 AM	42m	period 1	8:15 AM - 8:57 AM	42m
passing		6m	passing		6m
period 2	9:03 AM - 9:45	42m	period 2	9:03 AM - 9:45	42m
Nutrition	9:45 AM - 10:03 AM	18m	Nutrition	9:45 AM - 10:03 AM	18m
passing		6m	passing		6m
period 3	10:09 AM - 10:51AM	42m	period 3	10:09 AM - 10:51AM	42m
passing		6m	passing		6m

Tuesday PD Schedule grades 7 & 8			Tuesday PD Schedule grade 6		
period 4	10:57 AM - 11:39 AM	42m	period 4	10:57 AM - 11:39 AM	42m
passing		6m	Lunch	11:09 PM - 11:39 AM	30m
period 5	11:45 AM - 12:27 PM	42m	passing		6m
Lunch	11:09 PM - 11:39 AM	30m	period 5	11:45 AM - 12:27 PM	42m
passing		6m	passing		6m
period 6	1:03 PM - 1:45 PM	42m	period 6	1:03 PM - 1:45 PM	42m
	Total Minutes	252m		Total Minutes	252m
	Passing Minutes	30m		Passing Minutes	30m
	Instructional Minutes	222m		Instructional Minutes	222m

SVMS will have the opportunity to develop and create a peer mentoring program for Celerity Cardinal Elementary Charter School students. Using the Los Angeles Jewish Coalition for Literacy as a model, 6th grade students at SVMS will become "reading partner" mentors. This service learning program will be part of the sixth grade curriculum. The middle school students will work one-to-one on a weekly basis with first grade Celerity students who are identified by their teachers as "reluctant readers." With increasing success, the program may grow to include second grade and Kindergarten. This program will benefit the middle school students by empowering them to help others and get involved in the community in a positive way and to serve as role models while enhancing their own reading skills. In turn, the first grade students' reading skills and attendance are improved, their self esteem enhanced and their classroom participation increased.

The school will provide a comprehensive after-school program sponsored by Beyond the Bell, KYDS, and YPI. The enrichment and tutoring activities provided through these programs will contribute to the consistent and continuous learning that will be available to students beyond the regular school day. The school and YPI staff will provide parent workshops on topics that range from adult ESL classes to computer literacy, college and career awareness, and parenting. In addition to providing ongoing resources, the school staff will build home-school relationships to enhance and support student learning. A college-going culture will be fostered on a daily basis. College and career awareness will be embedded in every school day. Students will see why they need to learn what they are learning and be reminded of the dreams their parents have for them and they have for themselves. The physical space will be embedded with college related paraphernalia. Students will participate in field trips to universities and will be continuously exposed to various institutions including trade schools. The goal is to expose students to various educational and career pathways. The school will foster ambition for higher learning through expanding the current paradigm to include various forms of upward mobility. Students will

exhibit competency in the core subject areas of Math, English, Science and History as well as knowledge of pathways to college and professional careers of interest. Students will have developed problem-solving and interpersonal skills to succeed in the 21st Century, and the fulfillment of these requirements delineates a well-educated and prepared individual who is ready to succeed in middle school and high school with ample preparation for success in college. Parents and the community will also be an integral aspect to school culture. The school will work to engage parents and family members to allow for them to become facilitators of learning. Parents become the driving force in instilling school expectations, a positive work ethic, and self worth. With the inclusion of parents the school also brings in a vast array of cultures and skill sets that would otherwise be untapped. The school will convene a monthly Parent Advisory Board for parents to receive information, share information, and give feedback to the school personnel, as well as plan activities that address school issues and concerns. The Parent Advisory Board designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials.

All parents/guardians are members of the Parent Advisory Board and strongly encouraged to attend an orientation at the beginning of each school year at which they will sign a non-binding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth. Commitment forms for parents/guardians of all students will be used to describe their involvement in and support of their child's educational experiences. The form commits a parent/guardian to work with the child at home with homework, projects, maintain positive and effective communication with the teacher and staff, ensure that their child attends school on a regular basis and arrives on time, enforce the school code of conduct with their child, and enroll their child in academic enrichment programs provided by the school, YPI and partners. The school will urge parents to attend at least two parent workshops during the school year, and strongly encourages them to volunteer at the school. There will be a specific school goal of a minimum of 30 parent volunteer hours each school year.

Teachers will also use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. They will connect classroom learning with real life projects to enhance their understanding and motivation. The school will also incorporate the broad range of education services that it, YPI and partners provide to act as a network supporting the work of teachers in the classroom. As described above, the school will embrace Culturally Relevant and Responsive Education (CRRE) in educating students. It will adjust how to teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

The school will work with YPI to create optimal learning-centered cultures for students by building a community at the school to serve each member of the families with needed education

and training programs, and to support them in getting essential services required to help the family succeed. Services may include child care, legal assistance, tax preparation, housing support, or food and utilities. It will include tutoring and enrichment programs designed to improve results in core academic subjects. Students cannot succeed academically and prepare for college if their family situations are unstable. The school will work with YPI to provided needed programs and services.

i. Management of Multiple Schools

YPI will work with the school to create a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. This culture is characterized by continuous quality improvement, engagement of parents and families as partners in the education of each child, an environment that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety. School culture will focus on excellence, and the goal is to develop a culture that practices a commitment to excellence, integrity and responsibility in everyday work. Each school is committed to being the best school and personnel they can be in educating students to their maximum potential. They are committed to making decisions in the best interests of the students and holding each other responsible for performance as a school and as individuals.

YPI will work with each school to leverage expertise and establish this kind of school culture and climate. YPI will work collaboratively with school teams to share best practices and talk about culture. The introduction and explanation of school climate and culture will take place during the on-boarding process for new leadership and staff as well as professional development training to go over common core standards and objectives as well as school vision, mission, and values. Staff from current YPI schools will participate and serve as mentors and peer coaches. They will cover the academic fixtures at each school, and all schools will operate as professional education partners and share the culture across campuses. Some professional development activities will be held to bring together staff from all schools so that a professional learning environment will be established.

YPI will work with each school to facilitate professional development that includes critical friends groups, peer mentoring and coaching. Teachers will establish a professional learning community by voluntarily coming together to improve their teaching practices through collaborative learning. Through supportive leadership, YPI will work with schools to create structures like a Critical Friends Group to encourage the sharing of the schools' vision, mission, culture as well as best practices. Peer coaching will be used to share new ideas; teach one another; conduct classroom observations; solve any workplace problems, and communicate school values, culture and philosophy. These cost saving measures will build a culture of teacher to teacher collaboration as well as a foundation for common practice across school sites.

b. Student Support and Success

Student success means that each enrolled student will be on track to reach grade level proficiency in each academic subject and is well prepared to handle the academic challenges of the next grade by the end of each school year. Success means that students are well prepared for middle school matriculation. Students will exhibit competency in the core subject areas as well as knowledge of pathways to college and professional careers of interest. Students will have developed problem-solving, technology and interpersonal skills to succeed in the 21st Century, and the fulfillment of these requirements delineates a well-educated and prepared individual who is ready to succeed in middle, high school and beyond.

As described above, the Professional Learning Communities at SVMS will operate by departments. Although students may be separated by the geography of the campus, the prevailing school culture of high expectations will be a binding commonality between every student, regardless of age or grade level. To help ensure this, every effort will be made to ensure class sizes will not exceed a 25:1 student to teacher ratio depending on funding. It is essential that classroom size remains manageable so each student receives the individual attention they deserve, and sustaining this ratio will remain one of Sun Valley's foremost priorities.

To ensure that students are successful, SVMS will offer a variety of support systems that recognize all possible elements of success and improvement to maintain a positive atmosphere in which students are motivated to come and stay in school. Incentive award programs will be used to reinforce academic achievements and positive student behaviors. Band Busters is an incentive program for students who move up a band on CST test scores. Band Busters will put on award assemblies to recognize student achievement on the CST. ESL students will have a separate re-designation award assembly for those who make the transition out of ESL and into a PRP or regular English class setting. Math Night and Math Breakfast events will be held to provide opportunities for parents to sit alongside students and learn math games that the family can enjoy together at home. Sixth Grade Periodic Assessment Socials will provide parents and students with opportunities to celebrate their students achievements on Periodic Assessments. Through teacher and staff recommendations, the Dean's Office will recognize students who "Do the Right Thing" as well as students who show they are the "Most Improved," either behaviorally and/or academically.

High standards are critical in preparing students for a post secondary education. Honor Roll society, AVID, and C-5 are all programs that foster student success, and enrich students understanding of the rigor involved with collegiate success. The Honor Roll Society is a program that monitors Sun Valley's highest achieving students, and makes sure they are given resources outside of the classroom that assists them with their ongoing success. SVMS will offer annual field trips to local universities to provide a unique perspective of what lies beyond middle and high school. AVID puts students on the college track, prepares them for post-secondary education and increases school wide learning and performance. The C-5 program monitors student progress through high school, and boasts a one hundred percent high school graduation rate for students chosen to participate in its program. The program utilizes a unique combination of high

adventure, college preparatory, and service learning experiences to help at-risk teens develop the leadership skills necessary to achieve higher education and future success.

Additionally, network partner, YPI will collaborate with SVMS to provide support and ensure student success. YPI will provide access to its programs and services as well as partners to provide comprehensive wraparound services to address student and family needs that impact performance and achievement. Students and parents will have access to programs and services that will assess academic strengths and needs and develop personalized plans for achievement. YPI will work with partners and solicit funding to provide in-school, before school, after school, and Saturday academic tutoring and enrichment. Enrichment services will be offered during free blocks, before and after school, and during weekend sessions, and include subjects like Graphic Design, Art, and programs such as disc jockey training, digital music, community gardens, and service projects. Enrichment will be linked to California State Standards for academic subjects. YPI will explore mentoring opportunities for at-risk youth as well as Service Learning to help youth develop large scale community service projects that will allow them to practice their learned academic skills as well as engage with the community.

YPI will open a Public Computer Center directly on the school campus, and staffed part- time by YPI through funding that includes a $5.6 million grant through the federal Broadband Technology Opportunities Program (BTOP) from the U.S. Department of Commerce. It will provide access to broadband technology as well as educational and training services for youth and adults. Structured classes may include computer literacy, GED or SAT prep courses, as well as open hours to the public where a staff member or volunteer can provide assistance with job searches, creating resumes, or homework help. YPI will oversee center operations and assist with coordination of staffing, programs and other administrative duties.

SVMS will create a student behavior program that focuses on safety, responsibility, and respect. A citizenship points system will be established whereby each student begins the school year with 100 points. These points can be deducted by school personnel for various reasons, with the number of points fixed to a standard (i.e. minus five points for chewing gum; minus 10 points for being caught cheating). Points can also be made up via after-school detention, Saturday school, campus beautification, etc. Each semester, there will be special activities for students who have 90+ points at that time. There will be special assemblies for students who do this. Also, all students must maintain 85+ points to attend school functions (dances, performances/concerts, etc.). Finally, there will be special year-end field trips for students who maintain perfect 100 point citizenship for the year—and for two and three years. This "Do the Right Thing" system will help create an environment of ownership of actions, proper citizenship, and reward for hard work.

c. Social and Emotional Needs

The leadership team of SVMS will seek the support of the experts working for the Pupil Services and Attendance Department of LAUSD at Local District 2 and Psychological Services of

LAUSD Support Unit North, to help train the staff on how to identify and meet the social and emotional needs of students. The educators at SVMS will be committed to building a Coordination of Services Team (COST), to provide an opportunity to address the students who may need additional support at the school. As the programs and staff at the middle school grow, COST will meet twice a month to discuss the additional services that can be provided to students who are referred to the team. Furthermore, the seminar teachers and core teachers will be the first point of contact for the students who may be experiencing difficulty or adverse conditions at school or home.

The school community will incorporate a positive school wide behavior system, collaborate with various wrap around service providers, and provide school wide enrichment using evidence based programs such as "Why Try?," 'Second Step," "Positive Action," and "Impact." Within the school day, these programs target at risk students and provide either small group or one on one intervention. To accommodate each student's need and ensure the least impact on academic performance, a rotating weekly or bimonthly pull out program will be used. This method will guarantee that the students will not miss the same class more than once in a six to 12 week period. At-risk groups will also be scheduled during lunch time. Furthermore, SVMS will explore the utilization of a school-wide social emotional screener (i.e., Behavioral and Emotional Screening System) to help identify student needs.

d. College and Career Readiness

Promotion of college and career awareness and readiness is vital to SVMS culture. It encourages academic success as well as personal pride which is instrumental in student motivation. Parent education is key to motivate students toward college and professional careers. The SVMS Parent Center will offer teacher-led workshops to families and the community. Teachers will show evidence of "collegiate advertisement" and provide visits to university campuses. SVMS will implement the Education Talent Search (ETS) program offered through the California State University at Northridge. ETS offers scholarships that teachers encourage and assist students to apply for which they can use toward a prospective college education. College awareness week will be a school wide effort at expanding student knowledge of colleges and universities throughout California. The College/Career Fair will invite members of the community to talk about their careers and corresponding levels of education that are needed to achieve that career. AVID students will create displays and disseminate information about specific colleges and universities and the various degrees and programs they offer. The C5LA and AVID programs are instrumental in supporting and encouraging all students to strive to fulfill dreams of a higher education. The C5LA curriculum utilizes a unique combination of learning experiences to help teens in at-risk communities bond while developing the leadership skills necessary to achieve higher education and future success. AVID is an adopted elective program designed to boost student awareness of higher education while helping to improve study skills required to access opportunities of higher learning. Both programs offer numerous campus tours to local colleges and universities, as well as career exploration and both peer and community mentorship.

A new GEAR UP grant for Sun Valley Middle School students will facilitate the creation of an active College Center that will continue into the High School Academy that will start in the 2014-2015 school year. YPI will work with the school to leverage its extensive experience with college preparation initiatives like GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and FIPSE (Fund for the Improvement of Secondary Education) college preparation programs to provide college and career readiness services for students. YPI will utilize best practices from both of these initiatives from the U.S. Department of Education targeting schools and students in the San Fernando Valley. YPI will work with partners such as UCLA, CSUN, LAVC and the Campaign for College Opportunity to provide support that will target students in academic transition to prepare them for challenging curricula. College preparation activities include: homework assistance, time management training, tutoring, College Knowledge Academies, and Going On to College! assemblies. College visits to local universities will be offered and enrollment into the Clic Network will be provided. The Clic is a single online source for case management and college preparation to help families explore higher education. SVMS will target career technical education and college preparation working through YPI with partners like CSUN's Professor David Moguel. The CAHSEE exposure and preparation in the two Academies will supplement and augment practices in this area.

e. School Calendar/Schedule

Sun Valley's calendar will operate in conjunction with LAUSD guidelines. To ensure the effectiveness of Personalized Learning Environments (PLE) PDD days will be scheduled weekly, while CPT will be omitted altogether. The calendar and schedule will provide ample time for teachers to meet on a weekly basis to implement Dr. Cheng's model of professional development, discuss departmental issues, and continue with RtI2.

SVMS will utilize a 6+1 block bell schedule to maximize student output and achievement and provide additional instructional minutes. As a result of the longer classes, students will be exposed to a variety of instructional techniques that provide them with more opportunities for reinforcement, making them more likely to understand and master difficult concepts (Shortt & Thayer, 1995; Sturgis 1995; Rettig & Canady, 1996). Studies have found that students in block-scheduled schools score higher on standardized subject tests than comparable students in non-block-scheduled- schools, and that block scheduling helps increase on-time graduation rates, college attendance, and improved test scores. Since block scheduling causes students to spend less time in halls, it also contributes to reductions in discipline referrals and class tardiness (Letgers, 1999).

The quarterly plus one enrichment and intervention period will give students an extra 60 minutes a day to work towards and achieve mastery of a particular domain they may be struggling with or explore subjects outside the "core" areas. Intervention will be used as a supplement to core instruction that will target specific strategies in mathematics and language arts. As students begin demonstrating mastery of core standards, they are moved to an enrichment period, and may remain there provided they continue to be successful in their core subjects which will be assessed by a score of "Basic" or higher on their CST scores, or have a passing score on a

diagnostic standards based common assessment given at the end of each intervention quarter. Sites like CoreK12 and MyData will assist educators in creating common standards based grade level assessments. All students, already in a double block English Intervention program such as High Point, ELS, READ 180, and Academic Literacy would be assessed for the math Intervention Period component. This will ensure all ESL students and Academic Literacy students with the double block will have access to an enrichment class if they are at grade level in math. This is an addition to the schedule that a traditional six period day would not be able to accommodate.

The true flexibility of the plus one period will be seen through the enrichment element. Students gaining access to the enrichment period will have an extra elective type period that can be used to teach a wide variety of subjects that are up to the individual teachers. It gives teachers the opportunity to reach outside core curriculum subjects and the students added exposure to other material that otherwise would not be accessible given a normal six period schedule. Enrichment topics made include but are not limited to: Spanish/German, journalism, social skills, creative writing, current events, myths and legends, poetry, astronomy, oceanography, and music appreciation. With district wide emphasis being placed on core subjects, elective and elective type classes have suffered a dramatic cut. By instituting an enrichment period, SVMS demonstrates its commitment to educational topics outside of what is considered core curriculum. The enrichment period can also be seen as an incentive for students engaged in intervention to raise achievement so as to gain access to another elective type class.

SVMS will start the school day at 8:10 a.m. Research studies shows that moving the start time from 7:30 to 8:10 helps students dramatically. A later start time reduces the number of students who have a chronic feeling of fatigue in the early morning or who simply did not get enough sleep the night before. Teens are among those least likely to get enough sleep; while they need on average 9 1/4 hours of sleep per night for optimal performance, health and brain development, teens average fewer than 7 hours per school night by the end of high school, and most report feeling tired during the day (Wolfson & Carskadon, 1998). Typical youth are not able to fall asleep much before 11 p.m. and their brains will remain in sleep mode until about 8 a.m., regardless of what time they go to bed (Wahlstrom, 1996). Thus, a simple change in the school day start time will enhance and improve student performance throughout the entire day.

In conclusion, National Institute of Health(NIH) studies show that students aged 11-14 will go to bed at a given time, and thus the later the start time, the more sleep they will get. The 8:10 A.M. start should ensure the 9 ¼ hours necessary for health and success. SVMS currently starts at 7:40 A.M. SVMS may have to re-structure its calendar so that end time is not pushed back too far. Also, logistics and time adjustments such as shortening passing period time, eliminating or shortening homeroom, and shortening or eliminating nutrition (breakfast can be served before school) would allow for this change to not push the end time deep into the afternoon, allowing for ample time for the large variety of after school programs we will offer via YPI and KYDS.

f. Policies

The school will adhere to district policies and guidelines for the following: emergency procedure; student intervention (RtI2); graduation requirements; attendance policy and procedures; bullying, sexual harassment, and child abuse. As described above, the requirements for students to graduate from Sun Valley Middle School align with LAUSD's criteria to receive a middle school certificate of completion and participation in the culmination activity. First and foremost, students must pass all courses; however, they can go through a review with an appeal panel to participate in promotion exercises. Second, they must meet the standards-based promotion criteria. The promotion policy will follow National Research Council recommendations. The school will use a combination of a test-based promotion decision (utilizing final year exams in each subject averaged with a benchmark diagnostic such as NWEA MAPS) and an intervention/alternative program. To be promoted, students must score at or above performance level 2 in a system of 4 performance levels, with 4 being exceeds standards and 1 indicating that the student shows academic difficulties.

Incentive award programs will be used to reinforce academic achievements and positive student behaviors. As previously described, Band Busters is an incentive program for students who move up a band on CST test scores. ESL students who make the transition out of ESL and into a PRP or regular English class setting will have a separate re-designation award assembly. Parents will have opportunities to sit alongside students and learn math games through Math Night and Math Breakfast events. Parents and students will have opportunities to celebrate their achievements through Sixth Grade Periodic Assessment Socials. Through teacher and staff recommendations, the Dean's Office will recognize students who "Do the Right Thing" and are the "Most Improved," either behaviorally and/or academically. "Pride in Pioneers (PIP)" will award prizes and certificates for good citizenship. SVMS will create an attendance policy and procedures with an additional incentive system that offers free student store dollars for perfect monthly attendance.

SVMS will incorporate measures identified from the report on school safety, compiled by the Safe Schools Task Force. The school will utilize strategies to prevent behavior problems from escalating into violence and to inspire youth with education, school and community service activities. Staff will teach self respect, respect for others and appreciation for diverse cultures and lifestyles. The school will promote parental involvement in student activities and in all safe school program development and include youth members on all boards, task forces and committees dealing with youth issues. SVMS will develop and strengthen partnerships between the school, school communities, and law enforcement to ensure campus and community safety. SVMS will implement the most successful measures against bullying and sexual abuse/harassment to promote a school- and community-wide zero-tolerance policy against any instance of the above behaviors. Administrators, teachers, and other students will be taught to recognize the behaviors that constitute bullying, sexual harassment, and general abuse, and encouraged to intercede on their peer's behalf. SVMS will create and enforce a safe climate and culture, where mutual respect and dignity are practiced daily and honored by all school/community members.

B-5. Parent and Community Engagement

a. Background

Sun Valley Middle School and YPI will serve the surrounding Sun Valley community. According to data from Nielsen Claritas (2010), the population is 68.97% Hispanic or Latino (74.23% of this group with Mexican origin), 20.99% White, 1.57% Black or African American,

6.93% Asian, and .41% Other. About 50% of adults over 25 years of age do not have a high school diploma and about 6.77% are unemployed. As reported by the Women, Infants, & Children (WIC) program in 2010, 19.9% of its participants received less than 9 years of education, or the equivalent of completing the 8th grade. About 16.5% of households earn less than $15,000 annually, and 13.8% earn between $15,000 and $24,999. The median household income in Sun Valley is $41,093, with about 18.1% of families falling below the poverty line. SVMS will align with community needs and expectations and establish itself as a center of activity and engagement. As a full service community school, SVMS will actively engage families and the community in the life of the school. Students and school staff will engage in community service. The school will be open and available for community discussions, sporting events, festivals, resource fairs, and informational seminars. SVMS will serve as a hub or center of activity which will connect the numerous outlets flowing in and out, such as the local elementary and high schools.

One viable option is to build on our current partnership with Tree People to create a Green Team at SVMS. Tree People is a non-profit organization that unites the power of people, trees, and technology to grow a sustainable Los Angeles. The goal of the SVMS Green Team will be to bring teachers, students, and community stakeholders together to transform their Sun Valley neighborhood into a sustainable ecosystem. The Green Team will assess the campus and its surrounding parkway to determine feasible areas to create community gardens, shaded areas, orchards, vegetable gardens, and rain gardens, which capture rainwater (that often floods our campus and streets) and filter it back into the earth. The Green Team will organize at least one greening and beautification event a year. The event will be like a community party where people come together after a morning of service to celebrate with food, music, and entertainment. In addition, SVMS will create a Pioneer Corps, which will consist of student volunteers. These student volunteers will learn about the importance of civic participation and community improvement from the Corps Leaders (volunteer teachers), then apply what they learn at community and school sponsored events. For example, SVMS will sponsor a yearly community clean-up event by partnering with the City of Los Angeles Council District 6 office and other Sun Valley community stakeholders. Corps Leaders will choose an area that neighbors the SVMS campus then plan certain tasks to beautify and improve that area on a Saturday morning. The event will include graffiti abatement, trash and bulk item pick-up, and greening and tree planting. Furthermore, the Pioneer Corps will become a known force in the Sun Valley for being responsible citizens who thrive on making their community a better place to live, play, and work. School operations and the instructional program integrate components of the community. Instructional strategies include culturally relevant education. As a reflection of both school and

community demographics, global literature and cultural references will be integrated into the instructional experience, to increase the relevance of school in students' lives. Project-based learning will include assignments that encourage students to interact with and connect to the school community. Equally important is the continuity of the tremendous parental support on the English Learner Advisory Committee (ELAC) and Compensatory Education Advisory Committee (CEAC) of the elementary schools, as the school leadership will make the campus just as inviting and open to parental input.

b. Strategies

All members of the SVMS applicant team have history and experience serving this community. They have worked together in numerous capacities at schools within the East Valley neighborhood of LAUSD's Local District 2. All of the applicant team members have a profound commitment to the network of schools they have served in their careers as educators in LD2's East Valley neighborhood. To engage parents/guardians in their children's education, the design team hosted a parent meeting on Tuesday, October 25. Parents indicated the desire for more involvement with counseling and immediate communication if their child is falling behind. They suggested that they school offer a way to entice parents to be more involved like participating a certain number of house and having parent participation count toward student points or extra credit. They also proposed Saturday morning parent meetings with breakfast and coffee. Additional items parents desired included: information and communication of the expectations in middle school before children arrive and while enrolled; more homework; additional security in the morning, especially in front of the school where students are dropped off; and, flyers with assigned tear-off that students can turn in to show the information was received by parents. As evidenced throughout this proposal, parents' concerns and suggestions have been written into the instructional plan and components of school operations.

Network Partner, YPI, has extensive experience operating schools (described above) and large human services projects in areas very similar to Sun Valley including: Pacoima, San Fernando, and Pico-Union/Westlake. For example, YPI is involved in an ongoing partnership with Pacoima Elementary School and the San Fernando Gardens public housing project. This relationship began in 2001 when Pacoima Elementary was a traditional LAUSD school with an enrollment of 1,572 (97.5% Latino), with test scores at the very bottom of all schools in Los Angeles. YPI initially worked with staff and families to introduce welfare-to-work programming and the Family Technology Project. These projects and a US HUD Neighborhood Networks grant have also benefited the San Fernando Gardens, a notorious crime-ridden public housing development across the street from the school. YPI then partnered with school leaders to support the conversion of Pacoima Elementary to Pacoima Charter School in 2003. Since that time, YPI has invested over $14 million in education and training funds in the school and its immediate neighborhood in a saturation strategy, while also opening Bert Corona Charter Middle School to create an educational pipeline for students and families.

With an emphasis on braiding federal, state, and city funding streams, YPI programs in the Pacoima saturation strategy have included: Preschool, After-school, Summer Youth

Employment, Reconnections Academy, Educational Bridge Training, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, Neighborhood Networks, GEAR UP, Carol M. White Physical Education Program, and Full-Service Community Schools (all three U.S. Dept. of Education), Family Development Network, Communities Empowering Youth (U.S. HHS), Health Careers and Intermediary Workforce grants (both U.S. Department of Labor), and Community Technology Centers (U.S. Dept. of Education). Most recently, this includes funding for Promise Neighborhoods (U.S. Dept. of Education), public computer centers through the U.S. Department of Commerce's Broadband Technology Opportunities Program (BTOP), and a second Carol M. White Physical Education Program grant through Bert Corona Charter plus a Fund for the Improvement of Post-secondary Education grant (U.S. Department of Education). A result of YPI's saturation strategy has been a dramatic rise in academic achievement scores, remarkable in a school with 100% enrollment in free/reduced lunch. In 2001, the school's API Score was 416. By 2010, the API had risen to 756, a remarkable gain of 340 points. The Similar Schools API ranking that compares the school against 100 comparable schools in California rose from 1 to 7 (out of 10). Also, in 2009 and 2010 the school successfully met its AYP goals and is now out of Program Improvement—a rare achievement in Los Angeles for a Program Improvement Year 5 school.

YPI has administered grants from the U.S. Departments of Education, Labor, Health and Human Services, and Housing and Urban Development while receiving federal funding through the State to operate educational programs like 21st Century Community Learning Centers. In October 2010, YPI received one of 21 Promise Neighborhoods planning grants from the U.S. Department of Education. Targeting Hollywood and Pacoima, YPI's Los Angeles Promise Neighborhood is developing a cradle-to-college/career continuum of services for youth and families to improve educational achievement and transform the targeted Neighborhood. During the 2011 planning phase, YPI conducted a comprehensive community assessment YPI and their charters Bert Corona Charter School operate two separate Full Service Community Schools grants in Pico-Union/Westlake and Pacoima, respectively. Both programs have helped and offered services to students and their families successfully raising awareness in and around the targeted school communities through educational sessions and direct services. They continue to provide different academic, enrichment, fitness/nutrition, parent involvement, family literacy and leadership development services that are well-received and attended.

YPI will work with SVMS to engage parents and community members through practices it employs in its current programs. Together YPI and SVMS will host community events to encourage parents and community members to become involved in the school. Past examples that can be adapted for SVMS include the following:

- Family Extravaganza, an event where students showcased projects from the fall semester;

- Big Sunday, an event where school families and community work together to put together a school community garden;

- Family Summit, an event where families and communities come together to participate and learn about making healthy life choices. Throughout this event there are different workshops which cover physical fitness and parent college awareness.

- Health and Dental Fair, an event that offers free dental and health screenings for attendees as well as an array of different fun activities for the family; and,

- Survey Day and Resource Fair, an event where community members and volunteers go through the community to fill out surveys and assess resident opinions and concerns about the area (including schools).

In addition, YPI uses promotoras (community members who reach out to parents and residents) to engage parents and community members. Patterned after the use of residents to provide outreach to residents disengaged from customary avenues of communication, promotoras are Spanish-speaking residents who outreach and recruit the hardest to serve clients from communities. These members of the community reach out to parents and other residents through schools, home visits and phone calls to make people aware of available programs and draw in potential participants. As sources of authentic and trusted voices of the community, promotoras answer questions, explain resources, and encourage the use of services.

Well-informed parents and guardians can help in making the best data-driven decisions, such as options for future coursework or areas of needed intervention. The school will work to provide parenting education services like the National Council of La Raza's (NCLR) Parents As Partners (PAP) program, which focuses on college requirements and Parents as Leaders Program which helps parents acquire the skills and confidence necessary to become change agents for their children's education. YPI will provide access to partners that will implement other parent workshops that focus on introduction to middle school and readiness for high school, improving academic communication, parental support of student learning, and parents as advocates. Parent leadership opportunities at the middle school include roles on the School Betterment Council, the School Site Council, the Parent Advisory Board, and other School Advisory Councils.

The school will convene a monthly Parent Advisory Board for parents to receive information, share information, and give feedback to school personnel, as well as plan activities that address school issues. The Parent Advisory Board designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials. All parents are members of the Parent Advisory Board.

Parents who are interested in becoming members of any school committee participate in 'Gallery Walks' to visit educators' classrooms. On the Gallery Walk, parents will visit various core classes in each of the four subject matters; along with a P.E. class, and electives. They will be guided through a debrief session to discuss what was observed regarding the school's instructional

program. These visits should take place during the first two months of the parent's term on any committee and should be ongoing throughout the year.

All parents/guardians will be strongly encouraged to attend an orientation at the beginning of each school year at which they will be asked to sign a non-binding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth. Commitment forms for parents/guardians of all students describe their involvement in and support of their child's educational experiences. The form commits a parent/guardian to work with the child at home with homework, projects, maintain positive and effective communication with the teacher and staff, ensure that their child attends school on a regular basis and arrives on time, enforce the school code of conduct with their middle school child, and enroll their middle school child in academic enrichment programs provided by YPI at the school and in the surrounding neighborhood by YPI and partners. The school will urge parents to attend at least two parent workshops during the school year, and strongly encourages them to volunteer at the school. There will be a specific school goal of a minimum of 30 parent volunteer hours each school year.

c. Key Community Partnerships

Community members will be included in the ongoing success of the school, especially throughout the first five years. Community members and partners are critical parts of the full service community schools model. These partnerships play a significant role in fulfilling the school mission and vision of making the school a resource for all families attending it. Community members will serve on school Governance (Site and Leadership Councils) and Advisory Boards to ensure that students and families receive the services offered at the school. SVMS will continue the relationships nurtured with the local colleges and universities, such as UCLA, USC, CSUN, and Los Angeles Valley College. Team members have worked extensively with numerous professors, clubs, and organizations at these institutions. The established mentoring programs will expand to the middle school level. The incorporation of the professors and students from the local colleges will contribute to the pipeline of education as students will be exposed to adults who have graduated or are currently in college. College and university mentors will provide SVMS with the vital support of AVID tutors, college student panel discussions, assistance with service learning and community engagement, as well as the development of workshops for parents and other community partners. In AVID, students volunteer a week of service, working on a specific project, in which they identify a need and address it as they benefit the school community.

SVMS will utilize its relationship with YPI and access its network of collaborative partners through programs that include the Los Angeles Promise Neighborhood, Full Service Community Schools, Carol White and Broadband Technology and Opportunity Program. Additional partners available through these programs include: MEND – Meet Each Need with Dignity (emergency family support), Families in Schools (mental health), Unusual Suspects (performance art), Initiating Change in Our Neighborhoods (economic development). Based on assessments and feedback from students, parents, staff and the school community, YPI will work with SVMS to

reach out and develop relationships with other community organizations to support student growth and achievement.

The community assets in the surrounding Sun Valley area include several public and private organizations, and the Public Relations Community Outreach Committee will work to engage them and connect with their resources. LA City Fire Department Station (No. 77), LA City Parks and Recreation, LA City Library, and LA County Bureau of Workforce Services (Department of Public Social Services) have footholds in the community that the school, students, and families can tap into for programs and services. YPI and SVMS will reach out to Iglesia Aposento Alto (SFV Rescue Mission) and St. Vincent De Paul (food bank) and establish relationships to provide access to emergency and basic needs. YPI and SVMS will outreach to Pacifica Hospital of the Valley for access to health and medical programs and services. YPI and SVMS will work with North Hollywood Community Adult School and Kiddies Creative Learning (Child Day Care) to maintain vertical articulation through the educational continuum. In addition, the applicant team will connect with Sol Del Valle Community Center to provide additional access to enrichment activities for students.

There will be a special partnership with the high schools to which we feed into as well as the students at our small high school once it opens. We will create a cross-age tutoring program that will assist several goals for community betterment:

• High achieving high school students will come to our school and tutor and assist in the academic core subjects, both during school hours (when possible) and during YPI/KYDS-run after school programs;

• Our students will benefit from the help of older students, and the high school students can use their time to meet community service/service-learning requirements, or assist students in high school-based teacher training academies to help with their curriculum

• This extra intervention will benefit everyone

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

a. School Type

Sun Valley Middle School and Youth Policy Institute (YPI) will work as partners in a hybrid Network Partner/District model. There is a great mutual dedication between the two parties, and it is agreed that the District/Network Partner Hybrid model is the best way to provide a comprehensive, well-rounded education to the students and best serve the community as a whole. In a time of deep fiscal trouble for public schools, and in a climate where a focus on "core" subjects has cut into elective programs, partnering with YPI will contribute to services that

students and families deeply need (e.g. social services, after-school programs, extra- curricular activities, tutoring). YPI also has the fundraising connections to make these services possible.

The District/Network Partner Hybrid model provides the creative autonomy necessary to achieve the SVMS vision of success and focus on the individual needs and strengths of all students. SVMS is committed to creating an environment where anything less than the complete realization of this vision is unacceptable. The District/Network Partner Hybrid model offers the most promising model for leveraging education and community services provided by YPI and partners into the full service community schools vision for the middle school. The District/ Network Partner Hybrid model also allows the school to deliver charter-like innovations through an in-district model, and to better share best practices. To succeed, students and parents must have access to a wide range of supportive services in and out of school. The District/Network Partner Hybrid partnership with LAUSD offers flexibility to braid existing and new services provided by the District and YPI.

YPI and SVMS are creating the District/Network Partner Hybrid model for autonomy and accountability. The school will work to establish a culture of shared leadership and decision-making to focus on high student performance. It will gain input from the faculty to inform school decisions. The middle school will also use autonomy to incorporate the small school approach through its two academies to give students access to much needed resources.

b. School Level Committees

Sun Valley Middle School understands that collaboration amongst all stakeholders is the best formula for success. Stakeholders will be afforded opportunities in the school's decision- making process. The committees through which this will be done will be categorized into two categories: 1) the main collaborative decision making body, the *School Betterment Council* (SBC), and 2) the subcommittees that make up the specialized areas of need for policy development. The latter committees and any needed ad hoc committees will report to the SBC on a regular basis. The governance goals are to:

1. Involve all stakeholders (staff, YPI, students, parents, community, alumni) in school operations;

2. Utilize collaborative, creative decision making;

3. Engage in a transparent process; and

4. Follow a student's-first paradigm.

The following is a list and brief description of the initial school level committees:

School Site Council (SSC)

SVMS will comply with the requirements of the Education code and the LAUSD/UTLA collective bargaining agreement and will operate according to state and federal laws and District

guidelines pertaining to all Categorical Councils. Currently the three Councils are segregated from each other, but in the spirit of collaboration, all Councils now will meet on a regular basis to brief the other about necessary information which may impact the actions of the other committee. Furthermore, all three Councils will work together in the development and approval of the Single Plan for Student Achievement to insure the most effective use of school funds to improve student achievement.

Shared Decision Making Council (SDMC)

At SVMS, SDMC shall remain in its current state, with primarily the same responsibilities, such as overseeing 4170 budget, student code of conduct, Bell Schedule, etc. SDMC will follow the UTLA/LAUSD Contract Article XXVII regarding composition and duties and will inform the School Betterment Council.

The following subcommittees will report to the School Betterment Council (SBC) as defined in the Governing Council section:

COST - Coordination of Student Services Team

The Coordination of Student Services Team will serve as the clearinghouse for student referrals from teachers based on social, academic, and emotional concerns. Members of COST will approach referrals through a variety of lenses and determine the best intervention measures for the child based on his/her individual needs. The meetings will be held biweekly and involve all support members, teachers, and parents/guardians. These meetings will be coordinated by the Counseling Office. The COST intervention will be for students deemed highly "at-risk" and will make available the numerous resources available on the campus, through partners, and the Sun Valley Health Center, a non-profit located on campus.

Language Appraisal Team

The Language Appraisal Team will assess and monitor the language acquisition of English Learners who are struggling to make adequate progress toward English proficiency. Team members will review referrals, meet with teachers and parents/guardians to discuss intervention options, and make recommendations to the counselor for appropriate scheduling. Particular emphasis will be placed on the monitoring of the Long Term English Learners as well as the students who recently enrolled in the ESL program as new English Learners.

 Students with Disabilities Team

The focus of the Students with Disabilities (SWD) Team will be to ensure that the school complies with the requirement of special education policy and procedures. It will also ensure that the idea of "least restrictive environment" is maximized so that equal success opportunities for

SWD students are maximized. The SWD Team will oversee the implementation of the Annual Plan and review school progress in meeting the requirements through analysis of data, staff and parent/guardian input. The team will diagnose needed targeted intervention and plan professional development to accelerate their progress. In addition, the SWD Team will promote the collaboration between general education teachers, special education teachers, para-educators, other school support staff and related services personnel to meet the needs of all students through the work of the PLC.

Data Team

The Data Team will provide essential contributions to several of the other committees as they address student academic needs. This team will provide timely and valuable insight and reports to drive instruction as assessment data for the CST, CELDT, and periodic assessments. This team will, in collaboration with other subcommittees, help plan campus-wide events that promote success on the various assessments. The team will also be responsible for communication with students' families to ensure they fully comprehend the value and importance of the data they receive by partnering with the Parent Center.

Instructional Leadership Team

The Instructional Leadership Team will consist of grade-level teachers and will serve as a communication hub for the grade levels, departments, and Leadership Team. The grade-level representatives will update online forums to inform their grade level of upcoming events, professional developments, and address teacher concerns. They also will partner with the Parent Center and the Outreach subcommittee (see below) to sponsor grade-level themed events and activities, designed to showcase excellence.

 Safety and Emergency Preparedness Committee

This committee will coordinate responses to the numerous scenarios that a school can face over the course of a school year. It will also work with the nurse to keep students, staff, and families abreast of any pertinent information that should be disseminated. It will work with the administration to conduct drills, assess damage in the event of an emergency, and work to provide the safest possible working and learning environment.

 Positive Behavior Committee

The Behavior Management Committee will oversee and coordinate policies that affect student behavior. The scope of this committee will be wide. Topics will include but are not limited to: uniform and dress code policy, progressive discipline, and positive behavior incentives programs. The committee will work in consultation with the principal, dean, school police, school probation officer and Counseling office. It will review policy and make recommendations to the SBC for formal approval.

 Social Committee (Staff)

A staff social committee is essential to create a positive atmosphere on campus. The committee will foster teamwork, be responsible for staff awards, parties, retirements, advancements, etc. It will collect faculty dues, and appropriately plan events on a regular basis to help foster a community atmosphere—a family.

Professional Development Committee (PDC)

The PD Committee will be charged with the task of creating meaningful, non-repetitive professional development sessions. It will work to ensure that staff is exposed to the most relevant topics in education. It will provide staff with opportunities to lead and present sessions. It will work to have a well-rounded and balanced PD schedule that is stimulating, enjoyable and relevant.

Public Relations-Community Outreach Committee

The purview of this committee will be to seek out resources and community partnerships. This committee will plan community-wide events to hold on campus. It will work with local elected officials and organizations to make all stakeholders aware of what the school and community have to offer. This distinct partnership—the school and the community, is essential to the success of the school vision. Organizations such as Waste Management and the Sun Valley Area Neighborhood Council and elected officials, Tony Cardenas (City Council) and Felipe Fuentes (State Assembly), have expressed interest in a variety of activities, from community clean-ups to health fairs. SVMS will also ask the Neighborhood Council to hold its meetings on campus.

Culmination & Student Activities

The Culmination & Student Activities Committee will be tasked with planning a memorable "graduation." It will also work with student leadership to plan awards assemblies, grade level wards nights, and 8th grade activities. The Committee will be co-chaired by the three grade-level elected presidents who will oversee grade-level representatives and run leadership class meetings (Student Council). The committee will also determine culmination requirements and make changes as needed. Staff on the committee will be responsible for making sure students are given clear expectations about the requirements.

Parent Advisory Board

The school will convene a monthly Parent Advisory Board for parents to receive information, share information, and give feedback to school personnel, as well as plan activities that address school issues. The Parent Advisory Board designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials. All parents are members of the Parent Advisory Board.

Student Advisory Board

The Student Advisory Board will meet monthly to support the school in achieving the service focus of the vision and mission. The team will consist of administrators, teachers, staff members, parents, students and community members who have a special interest in involving youth in service. The Student Advisory Board will help the school to organize, identify resources, and opportunities for students to be involved in serving their school and community.

c. Governing Council

School Betterment Council

The SBC is the main collaborative decision making body on campus. The Council will function with wider scope, participation and transparency. Items of purview include but are not limited to: student activities, student behavior modification policy, dress/uniform codes and policies, and community outreach. The SBC will meet at least once per month, and the composition is as follows:

Non elected positions:

- Principal (1)

- YPI (1)

- UTLA Representative (1)

Elected by peer group:

- Classified (1) (two year terms)

- Teachers/certificated (4) (two year terms)

- Student Leadership (3-president, 7th and 8th grade vice presidents) (one year term)

- Parents/guardians (3-one per grade level) (one year term)

B-7. School Leadership

a. Principal Selection

The School Principal will hold responsibility, accountability and authority for the school's performance and will bear ultimate responsibility to ensure that student achievement is high, while working in a distributed leadership model. The Principal is expected to include the school team fully in school site decisions via the Councils and Committees established for participation, and help teachers and staff at the school grow professionally. The ideal candidate will have extensive management experience with a record of success in leading and sustaining a school. S/he will have the ability to inspire excellence from a diverse staff and embody the mission and vision of the school. The criteria for selecting a leader for the school align with the school's mission and vision. Any applicant for principal of Sun Valley Middle School must be committed

to the mission and vision. Administrators are also teachers and mentors to staff. He/she must take ownership of the school and demonstrate the qualities that bring out the best in staff and students. The SVMS principal is expected to embody at least the following qualities:

1. An open-door communication policy.

2. A commitment to regular visibility, with less time spent in the office and more time spent around campus communicating with students and teachers, visiting classrooms, observing, etc.

3. Willingness to be part of a collaborative decision-making team.

4. Charisma and ability to articulate the school's mission and vision.

5. Fairness and impartiality; a good mediator and problem solver.

6. A minimum of a 5 year commitment to Sun Valley Middle School to ensure continuity and success.

7. Willingness to serve as the chief public relations advocate for the school.

8. A deep understanding of the school-community and its needs.

9. Ownership, flexibility, integrity, and loyalty.

In selecting individuals for administrative positions, SVMS and YPI are committed to broad stakeholder involvement. The Hiring Committee will draw upon input from representatives of current academic and non-academic staff, parents, and community members. The school will welcome candidates from diverse backgrounds, races, ethnicities, gender, and religions. Three major phases will be completed in making this most important hire for the school. Job posting and resume screening; Hiring Committee interviews; and final interviews. The School Betterment Council (SBC) will select, and submit for approval, one principal and/or assistant principal candidate to the Local Superintendent after hosting multiple interviews, some of which involve all stakeholders (students, staff, YPI, families, community leaders, alumni, etc.). The SBC must have a two-thirds majority selection vote to accept a candidate. SVMS will not be obligated to take forced district placement of a principal and/or assistant principal. If the Local Superintendent does not approve the selected candidate then the Hiring Committee reserves the right to submit other candidates for approval.

Leadership Team:

YPI and SVMS will follow District policies/procedures related to staffing. Leadership positions beyond the Principal, including Assistant Principals, master teachers, special education coordinators, business managers, and other classified staff will be determined according to District and PHBAO norms as appropriate, in order to best meet the needs of students and faculty in this full service community school. Job descriptions for these leadership roles will adhere to and comply with LAUSD norms and

Collective Bargaining Agreements.

As part of the District/Network Partner Hybrid model, SVMS will utilize a distributed leadership style to better meet the needs of the students and school community. The school leadership team will be diverse and broad and include Assistant Principals, Master Teachers, Instructional Specialists, Title I Coordinators, Bilingual Coordinators, UTLA Leadership, Instructional Coaches, a Plant Manager, and Administrative Assistants for the school. The school will provide focused professional development services for all school staff and members of the Site Governance and Advisory Councils and Committees. Professional Development will also be provided for the Principal to effectively lead staff in this shared leadership model. Shared leadership will also be used in the hiring of staff for any vacant positions at the school. With the use of a Hiring Committee, the school community stakeholders will be brought into the process to ensure the hiring of staff that is congruent with school values.

Assistant Principals and Master Teachers will be educational leaders and work with the Principal to create systems that ensure a standards-based educational program. Each will provide hands-on guidance to teachers in the areas of data driven instruction linked to action research and implementation of the backward design process to ensure standards-aligned, problem-based learning with multiple assessments. Each will use multiple sources of data to develop a data-driven instructional plan for the improvement of student achievement, help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning, and work with teachers to develop a teacher evaluation process. They will schedule and participate in family and community meetings and will work to encourage and develop parent/guardian involvement partnerships. The ideal candidates will have teaching experience at the 6-8 grade level and a master's degree in education with a focus on teaching and curriculum.

 B-8. Staff Recruitment and Evaluation

a. Staffing Model

The school will follow District norms, policies and procedures related to staffing. The school will be staffed for all academic and non-academic positions based on Per Pupil Budgeting allocations, and will attempt to staff based on small learning academy and PHBAO norms as appropriate. School leadership, SBC, and YPI will review and potentially redirect certain categorical funding to support our academic vision. Adult-to-student ratios will be compliant with Article XVIII Class Size, as described in LAUSD Collective Bargaining Agreements. IEP services such as interpreters, translators, and special education assistants will be provided by staff hired in accordance with District norms and Appendix A of LAUSD Collective Bargaining Agreements. Because the school is expected to be enrolled at full capacity and will be staffed accordingly, staffing and all adult-to-student ratios are expected to remain constant for the next five years of operation, pending any changes to District staffing norms and/or LAUSD Collective Bargaining Agreements.

The SVMS staffing model will be aligned to its mission, vision, and instructional program. This plan will ensure that at the minimum the following full-time positions will be funded at SVMS: Principal (1), Assistant Principal (1), School Nurse (1), School Administrative Assistant (1), Plant Manager (1), Maintenance Staff (1), Cafeteria Manager (1), cafeteria workers, Senior Secretary (1), Title 1 / Bilingual Coordinator (1), School Psychologist (1), Bridge Coordinator (1), school counselors (3), campus aides (3), Dean (1), library aide (1), and teachers, including general education, Special Education, EL, instructional aides, and parent representatives. The school will use staffing flexibility to maximize use of staff in classroom instructional positions, working directly with students. The school will have enough classroom teachers to maintain a smaller ratio of students to teacher at the school. To implement transformation services described in this narrative to create a full service community school, YPI will leverage programs and funding streams already serving the immediate community to place both academic and non-academic staff at the school to serve students and adults. YPI part-time staff will oversee the computer center placed at SVMS through the BTOP grant, and YPI will provide access to after-school program instructors in enrichment subjects like music and dance.

b. Recruitment and Selection of Teachers

At Sun Valley Middle School, all students will thrive if provided with quality instruction and the appropriate support. All teachers must share this philosophy and be willing to do the work necessary to achieve the goal of preparing each student for high school and beyond. They will sign commitment letters that commit them to:

- Demonstrate mastery of their discipline content and a familiarity with content standards.

- Be willing to collaborate with colleagues to develop, implement, and regularly evaluate the success of standards-based and instructional strategies.

- Have or are willing to develop a reflective practice in which they take responsibility for the learning of the students.

- Be willing to work in a full inclusion environment and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged.

- Be eager to actively engage students, parents, and the community in the learning process.

- Attend all professional development sessions throughout the year.

- Work collaboratively with peers, including developing lessons and units in disciplinary teams.

- Be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students, parents, community members, and fellow faculty members.

- Be more involved in community events.

- Be involved in one standing committee, ad hoc committee, or extra curricular program during the year.

- Be expected to maintain discipline within their classrooms and follow prescribed steps and procedures to deal with behavioral matters.

- Maintain a suggested minimum of one, regular office hour per week, posted outside the classroom and included within the teacher's syllabus.

- Use professional development time to plan and revise curriculum, reflect on student progress, review assessments, and analyze teaching strategies.

SVMS will follow LAUSD Collective Bargaining Agreements when recruiting, hiring and developing school staff. Teachers and paraprofessionals will meet requirements for employment of California Education Code section 47605(l) and applicable provisions of No Child Left Behind. Teacher job descriptions will adhere to and comply with LAUSD norms and Collective Bargaining Agreements. The school will use the teacher candidate pools maintained by LAUSD Human Resources, while also working with partners (including institutions of high education) to recruit teachers. SVMS will also place advertisements, go to and operate career airs for teachers and have a dedicated website for teacher and staff recruitment. It is critical to have an excellent pool of qualified and high quality applicants from which to select teachers. Thus, SVMS will recruit applicants through posting on the LAUSD website, asking for recommendations from contacts in teacher education programs at universities such as CSUN, and outreaching to known current and former quality teachers with LAUSD.

Once SVMS has a strong teacher pool of candidates, SVMS and YPI will set up a Hiring Committee that will reflect a broad cross-section of stakeholders at the school. The hiring team for teachers will include the teachers who will work with the teacher (grade-alike team, department chair), YPI representatives, a student representative, a parent representative, and the principal. The process will entail a review of submitted resumes, a reference check on selected resumes, then an interview and sample lesson for those with selected resumes and positive reference checks. SVMS and YPI will support the Committee by assisting with interview questions and helping stakeholders establish criteria for teacher selection. After interviewing, the Hiring Committee will make decisions based on further information, including the completion of a model lesson by candidates.

SVMS will use all District procedures for processing newly hired teachers, including fingerprinting and background checks. New teachers will then participate in a comprehensive orientation ("on-boarding") described above to prepare them for the classroom. New teachers will meet with the support team at least once a month. The induction program for new and existing teachers each year will include: a comprehensive overview of the vision and mission of the school, information on community outreach and family involvement, and linkages to the surrounding community through private and public partnerships. It will also include an overview

of the curriculum and guidelines for implementing it throughout the year through specific instructional strategies that detail ways to differentiate instruction.

Through the District/Network Partner Hybrid model, staffing autonomy provides SVMS freedom to be more responsive to the needs of the students. SVMS will promote an optimal learning-centered culture by recruiting and retaining a staff that will manifest our mission and vision statement. Faculty members of Sun Valley Middle School are expected to put students' needs first. When planning the curriculum, teachers must work creatively to meet the diverse learning styles and needs of the student population. SVMS will not be obligated to take forced district placement of teachers but rather will have the freedom to interview and hire the best possible candidates for the Sun Valley Middle School Community. This focus on students' needs will allow the school to utilize one of its strongest resources- teacher expertise- in the most effective way possible to help students and families achieve.

c. Performance Reviews

The development, evaluation and support process for teachers, administrators and other certificated staff will be aligned with the school's vision, mission and instructional program and emphasize staff development and support. The school will utilize best practices and include multiple measures, including: observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community. The evaluation process will be aligned with LAUSD and union agreements. It will take the Stull process and augment it in terms of scope and frequency. It will also expand the variety of evaluators involved. The process will be a joint-effort between the assigned administrator and the department chair. Teachers will be formally evaluated by the Principal or designated administrator based on student progress as referenced from assessment measures, effectiveness of teaching strategies, and overall performance of job duties. If an evaluation reveals poor job performance and/or challenges in helping students achieve, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The plan will outline an implementation plan for support services, responsibilities and expectations, timelines, and consequences for failure. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure as described in the LAUSD Collective Bargaining Agreements. Classified and other personnel will be evaluated by the Principal based on completion of assigned job duties and regular, punctual attendance in their job. The evaluation plan connects to and supports the recommendations of the District's Teacher Effectiveness Task Force. SVMS is committed to working with the District to develop and participate in an evaluation process that incorporates a performance management framework for teachers. The middle school is preparing for this through the establishment of multiple measures of formative and summative assessment through student outcome data, parent and student input, and the assessment of instructional quality.

 B-9. Sharing a Campus

With the understanding that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement, SVMS will ensure that all operations will run smoothly on-site and remain committed to the success of each student and committed to the success of each School on campus. SVMS will work cooperatively in its operations and exercise good faith in resolving any issues that arise. SVMS will engage in consistent communication with the operator(s) of the other school(s) (like Celerity Charter) to share information, make decisions and resolve differences that will assist with the safe and orderly operation of the Facility and each School. School leadership will participate in regular meetings. The principals of the schools will strive to meet at least once a week, but not less than twice per month to address issues that arise because of the co-location of the schools.

The schools will create a memorandum of understanding and establish agreed upon rules for the operation of the site. It will identify issues to discuss including but not limited to: enrollment and registration procedures; usage scheduling for common areas; arrival and departure times of students and staff of each school; security issues; bell schedules; custodial issues and maintenance responsibilities; procedure for appropriate communication between parties; budget; calendar; review of e-Cast numbers; shared staff; student body associations; fundraising; after-school and summer school; and, any other issues, challenges, or problems that may arise. SVMS will establish a Joint School Committee with the other school(s) and implement equitable division of physical space. The Sharing Agreement will outline the specific allocation of common spaces, classrooms, resource areas, offices, and entrances within the facility.

C. INTERNAL MANAGEMENT

C-1. Waivers

SVMS requests a waiver to provide staffing autonomy when filling teacher vacancies. SVMS will not be obligated to take forced district placement of teachers but rather will have the freedom to interview and hire the best possible candidates for the Sun Valley Middle School Community. This focus on students' needs instead of a teacher seniority list will allow the school to utilize one of its strongest resources- teacher expertise- in the most effective way possible to help students and families achieve.

C-2. Budget Development

Budgetary decisions at SVMS will be driven by the school's vision and mission for teaching and learning and will use Transparent Budgeting to make use of funds more efficient. YPI will work in partnership with the middle school and support the administration and faculty in developing a budget. The school will use budget autonomy to maximize improved student performance and a professional, collaborative learning community. It will maximize learning by directing budget resources to lowering class size and student loads. The school will decide on spending that best provides programs and services to students and their families. Budget autonomy will help ensure that per pupil state and district funds are spent on programs, resources, and services that will benefit students and families.

The more flexible budget means that SVMS will not be required to use norm-based staffing. The school will receive a budget and use its own decision-making process to determine the positions to purchase. It is expected that this will lead to a more equitable allocation of funding on a per student basis that is of particular benefit to schools serving low-income communities, as is the case with SVMS.

Teachers and parents, along with other members of the governing board, will determine how resources will be allocated to best meet students' needs. The school's budget will be monitored and reviewed by the SBC on a regular basis to ensure financial stability and student success. The SBC will submit regular budget reports to the School Site Council as a way to inform parents, teachers, and other community members. While the exact details of the budget will need to be determined, the principles elaborated in the school vision will inform all budgetary decisions. In order to realize the vision of high-quality schooling, SVMS will develop a funding model that is transparent, decentralized, and accountable. School supplementary funding sources will be sought from a variety of sources including: YPI grants, private donors, parents and other government agencies.

Broad support from school stakeholders is a critical component in the annual school budget process. Many of the established budget items are already locked in as a LAUSD public school. SVMS as a Network Partner school has budget flexibility to target resources to align to school vision and goals as a community school. As part of this process, the school will inform and involve community residents, parents and teachers in the process. The school will have a SBC that will include parents and community residents. SVMS will solicit feedback among parents regarding funding and choices made for the school budget each year.

The school will also follow an established schedule for resident and family input into the annual school budget process. The YPI Executive Director of Public Schools Yvette King-Berg and the School Principal will work with Los Angeles Unified School District on initial briefings, and technical assistance upon the release of enrollment projections. The Principal will then work with the SBC, the School Site and Leaderships Council and parent advisory groups to provide information on the budget. SVMS will work with parents to build interest and attendance in these meetings, which will also include budget roundtables with parent and community groups about the allocation of District funds. The Executive Director of Public Schools and the School Principal will present the budget to the school community in public meetings open to parents, teachers and other community residents.

An important part of this process will be melding the school budget with the YPI program funding provided at the school. The School Site and Leadership Councils will work with the YPI senior staff and school volunteers to examine data related to academic need. The school teams led by the Principal will coordinate with senior YPI staff led by the agency Chief Operating Officer to coordinate education and community services offered by YPI through programs such as BTOP.

D. OPERATIONAL MANAGEMENT

D-1. Portfolio Development

a. Portfolio Growth

YPI is working toward increasing the number of schools it operates or partners with to a total of seven. It currently operates or partners in operating three schools: two charters and one pilot. This year, the organization is applying for three schools in the LAUSD Public School Choice 3.0 process. They are Sun Valley Middle School and a small high school with two academies on the Sylmar High School campus. Within the next two years, YPI has plans to expand its charter schools to include a Charter High School in the San Fernando Valley and Hollywood communities served by the Promise Neighborhood. In addition, YPI may submit additional charter petitions or apply again in the next round of PSC. For the remaining years, YPI intends to continue to build the capacity of the schools in its portfolio to provide outstanding education services for students and families in the community model it implements in Los Angeles.

The organization is well equipped to manage multiple schools as evidenced by its success at operating current schools as well as the infrastructure it has in place to operate multiple large education and training grant programs. The Executive Director of YPI Schools is Yvette King-Berg, who has broad experience as an administrator, teacher, and advocate. YPI's governance and executive leadership also has vast and varied experience and background in running schools, education and school transformation. In addition the members of its schools' boards represent students, parents, teachers, administration, YPI, community, as well as charter, pilot and traditional district school models. This kind of experienced and integrated school management works to increase the capacity with which the organization operates the schools as those involved in the school have a sense of ownership and accountability in running them.

YPI is equipped to manage multiple schools as evidenced by the experience and backgrounds of the individuals who serve on the YPI Charter Schools board. YPI schools are supported by qualified board members who bring diverse experiences in school leadership. Isaias Martinez is a current principal in the Los Angeles Unified School District. Joe Lucente is the former executive director of Fenton Avenue Charter School. Mary Keipp is Director of the Community-Based Learning program at UCLA's Office of Instructional Development and provides career-readiness and educational enhancement services for students and young adults. David Moguel is a professor at the Michael D. Eisner College of Education at California State University Northridge. Alex Reza is a social activist and former longtime San Fernando High School teacher. Carlos Vaquerano is Executive Director of the Salvadoran American Leadership and

Educational Fund (SALEF). The members of the board bring guidance and support and work to recruit and build effective partnerships with other individuals, organizations, and groups that can provide additional resources to the schools. These individuals make up a strong board and together with school personnel have diverse and expansive background and experience in reform movements and school transformation.

With regard to financial management and operations, YPI has experienced a distinct increase in funding during the recent economic crisis – through aggressive participation in local, state and federal grant competitions and the influx of ARRA funds, YPI has seen significant growth between 2008 and 2010. Program services have been expanded to new areas of Los Angeles, staffing has increased and impact and outcomes have both grown during this period. Between July 2008 and June 2010, YPI increased its number of after-school programs, opened the Hollywood FamilySource Center, brought Full-Service Community Schools services to 4 schools in the Pico/Union neighborhood, ran two successful AmeriCorps programs (California Volunteers and NCLR), and dramatically expanded the Monsenor Oscar Romero Middle School (serving 100% Free/Reduced Price Lunch-eligible students in the Pico/Union area). Since September 2010, YPI has been awarded five new federal grants.

YPI has a long history of bringing in multiple funds, programs and services to the students, families and staff of its schools. YPI has substantial experience with federal funding and has established systems to account for its receipt and administration using Generally Accepted Accounting Principles. YPI and its charter schools have operated 18 programs funded through thirteen grants from the U.S. Departments of Education, Labor, Health and Human Services, Commerce and HUD. YPI is the largest after-school provider for charter schools in the nation through 21st Century funding from the CA Department of Education, and the largest high school after-school provider in the state. YPI is also providing intensive tutoring to over 2,500 students each year supported by federal Title I funds.

YPI and partners were awarded a planning grant for $500,000 from the U.S. Department of Education to establish a Promise Neighborhoods pipeline of cradle-to-college and career services. Promise Neighborhoods is President Obama's signature education and poverty initiative and only 21 were awarded nationwide. The organization was also awarded $5.6 million over three years from the U.S. Department of Commerce to open 80 Public Computer Centers in Los Angeles – one of which will be placed at the new school. A Full-Service Community Schools program was awarded to YPI's Bert Corona Charter School in October 2010 ($500,000 per year for five years from the U.S. Department of Education) to provide wrap-around community and education services. The same month, Bert Corona also received a Carol M. White Physical Education grant from the U.S. Department of Education ($2.25 million over three years) to build and lead physical education services and conduct nutrition education for students and families. Also in October 2010 YPI was awarded a Fund for the Improvement of Post-secondary Education grant (FIPSE) for $750,000 which will target 16 high schools. In March 2010, YPI received a total of $4.6 million in job training funds via the American Recovery and Reinvestment Act (ARRA) from federal and state agencies as part of a total of $8.1 million in job

training funds YPI has received since 2009 to provide workforce development services for more than 800 older youth and adult clients.

YPI has also increased the amount of private sector funding over the past two years. Funders including JPMorgan Chase, California Community Foundation, Weingart Foundation, and Local Initiatives Support Corporation granted the organization $360,000 to support Los Angeles Promise Neighborhood planning and implementation services. Academic Advantage, Union Bank and First Wind provided $17,500 to support youth education services. United Way granted $120,000 for extended learning after school. Citi Community Development provided

$105,000 to support the financial capability/asset building initiative, Families Save, through Hollywood Family Source Center. Also, the Starbucks Foundation granted $17,500 to support the after-school Youth Action Program.

b. Operations

YPI has a track record of success in managing the non-academic operations of its schools. The LAUSD Innovation and Charter Schools Division (ICSD) Charter School Annual Performance Evaluation (2010-2011) of Bert Corona cited successes for governance and organizational management. The school received Proficient marks for fulfilling its fiduciary responsibility and being effectively led and managed as a public school. It received a proficient score for demonstrating sound management and use of public funds, as well as for meeting all regulatory requirements. The 2009-10 audit did not include any exception or deficiency.

Based on results from the Charter Schools Division report (2009) for Bert Corona Charter School, Bert Corona received Proficient scores on the evaluation of their governance and organizational management, signifying that it is in compliance with the law and the charter, and that it maintains active and effective control of the charter school. Moreover, board members were found to be committed, of a diverse background, and representative of the community. Their actions were found to enhance the credibility of the school. The members of the governing board further demonstrated accountability in maintaining the health, vitality, and sustainability of the school. They demonstrated proficiency in reviewing the school's operational performance and its finances on a regular basis, and providing advisement, guidance, and resources as needed. In the section on Leadership and Management, Bert Corona demonstrated that its governing board ensures all the organization and operational aspects of leadership and management at the school. Overall, it received a rating of Proficient on its Governance and Organizational Management portion, for "fulfilling its fiduciary responsibility and being effectively led and managed as a public school."

Bert Corona received Proficient scores for effectively maintaining and ensuring the health and safety of students and staff, and for its emergency preparedness. Bert Corona has a process that

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ensures families, faculty, and staff input. Bert Corona received all Proficient scores that reflect parents' overall satisfaction with what the school provides for its students and what it achieves. In the area of Administration, Bert Corona received special recognition for its school leader, who, according to the team of evaluators, has been instrumental in ensuring all the main components and hallmarks of the charter are in place and developing. Bert Corona exhibited clear establishment of human resources policies and proficient adherence to these procedures. In terms of contracting out administrative and management services (e.g. financial back office

providers), the evaluators found that there is a clear understanding and agreement between Corona and each partner provider regarding the specific roles and responsibilities of each party. The California Charter Program Quality Review (CPQR) report (2008) for Bert Corona commended the school's creativity and diligence in leveraging grant funds and partnerships to enhance student support and further the mission of the school. The reviewers further noted the knowledgeability and high qualifications of Bert Corona's governing board, in addition to "very sound fiscal practices" which have allowed the school to be" able to do much on its small budget." Bert Corona received a score of excellence for having solid financial processes in place, an annual budget that is regularly monitored by the BCCS Board of Directors, and a partnership with ExEd to help manage fiscal policies and ensure good internal controls. Moreover, the LAUSD's operational and compliance reviews on Bert Corona confirm that the school is in compliance in the areas of special education, fiscal accountability, facilities maintenance, and health and safety. Additionally, the school received a full score in the category of Responsible Governance because of the school's effective use of its authorizer in monitoring the school's educational program and its fiscal status. Likewise, Bert Corona received high scores in the area of Fiscal Accountability, for creating long-range financial plans, ensuring financial stability, completing timely and well-accounted for annual financial audits (which it also makes public), establishing clear fiscal policies to ensure that public funds are used appropriately and wisely, and ensuring that financial resources are directly related to the school's purpose: student achievement of learning goals. Overall, the reviewers remarked that the campus is clean, safe, and well-maintained.

c. Portfolio Evaluation

Key areas for improvement within YPI's portfolio of schools include instruction, teacher performance, professional development, data tracking and community engagement. The challenges that SFiAM is experiencing were raised in its review. The school needs to develop an infrastructure to gather, compile, disaggregate, analyze and publish academic, attendance and behavioral data. SFiAM needs to create, review and revise the strategic plan to better align resources and improve instruction, especially in an environment with decreasing budgets. In addition, the school needs to work on increasing and maintaining high teacher morale.

The Innovation and Charter Schools Division review (2010-2011) of Bert Corona recommended improving implementation of strategies focused on training students to use academic vocabulary

in written and oral assignments or activities. Moreover, the reviewers suggested continuing to implement professional development, and continuing staff efforts to help students understand "testing vocabulary" from benchmark assessments to transfer to state test vocabulary formats. Finally, it recommended implementing additional planning strategies for improvement in math proficiency through utilization of CSUN and the on-site math expert. The governing board at Bert Corona has undergone a process of reevaluating math teaching staff and begun a hiring process to replace several staff members with a focus on instructors who demonstrate a high degree of cultural competency, and who hold multiple-subject and content- specific credentials.

As identified by the Cambridge Education Charter Program Quality Review, Bert Corona needs to work on ensuring high quality of instruction by establishing clear, specific student outcomes in lessons that are linked to measurable goals and assess whether students have met these goals at the end of those lessons. Teachers can also improve their questioning skills to challenge students' high order thinking, pace of lessons, engagement of students as active learners, promotion of students' independence, provision of opportunities for students to articulate their understanding as well as sharing with students the success criteria for achievement (e.g. clearly articulated rubrics).

YPI schools also need to strengthen the systems for providing coaching and feedback to staff. To address this issue, the YPI Board brought Yvette King-Berg to the organization as Executive Director of YPI Schools. She has been closely involved with the Teacher effectiveness project at LAUSD and has implemented one of the teacher effective practices - strengthening the progress monitoring systems for teachers. She has implemented Observation and will continue to implement additional systems to support the growth of the school. Additionally, the schools will utilize modeling and sharing the best instructional practices within the school. The organization and school administration will also work to monitor that sound instructional strategies are consistently implemented in all classrooms. In addition, YPI will work with schools to develop a longitudinal student performance data tracking system (with specific individual and subgroup targets) to track student growth over time so that student progress school wide may be more readily accessed. Schools will continue to focus on raising TAR scores through the use of benchmarking assessments and targeted support. Another area of improvement is in outreach to the larger community on the purpose and mission of the schools to leverage more broad based support and recognition.

 In the CSD Evaluation, other areas of improvement include the development of instructional strategies that maximize student engagement and accountability. Based on current levels of student achievement as measured by API, AYP, and current CST performance levels, schools should better develop student achievement and educational performance. The school shows relative strengths in certain categories based on the implementation of multiple school- wide instructional strategies, professional development, and achievement tracking and analysis, but further development and refinement of these practices will have a positive impact on school-wide student achievement. In addition, schools would do better with greater transparency and awareness for parents of the governing board's role, meeting agendas, and actions as well as additional opportunities for stakeholder input. Schools should continue to provide opportunities

to provide critical and constructive feedback to all teachers through on-going classroom observations and a formal performance evaluation process. They will continue to refine data gathering and analysis processes while increasing accountability for all teachers to show evidence of using this data to modify their instructional planning and delivery.

In addressing the improvement of instruction, YPI schools are focusing tightly on an aligned, standards based backward design model. Teachers are trained on pacing plans, developing units of studies and creating weekly lesson plans. The schools have systematized the structure of unit plans by teaching across content areas and across schools in content areas. For example, all ELA teachers have the opportunity to learn from the strengths and experience from all colleagues. They are provided all of the lesson plans and pacing guides created by the teacher who held the same position the prior year. New teachers are paired with experienced teachers to develop instruction in core content areas from a breadth of knowledge. Teachers are provided with more time to discuss, plan, and look at data to inform their instruction. 1.5 hours of professional development is provided weekly during the school year. Every two weeks, standards based assessments are conducted and collected using Study Island and teacher/textbook created assessments which teachers use to analyze data and identify performance trends. Based on findings, teachers may re-teach materials to achieve student mastery. Additionally, teachers are guided and supported in creating a professional growth plan in September, and the plan is reviewed quarterly throughout the year. Teachers are provided feedback through the iObservation system and they participate in an annual formal evaluation prior to March 15 each spring.

In addition, YPI schools have hired a Chief Academic Officer (CAO) to enhance teacher performance. The CAO provides support and works with teachers to create pacing plans for the year. They develop unit plans to accomplish the pacing plans. Using the appropriate standards and objectives, they develop weekly lesson plans which are then submitted to the principals and administrative team from whom they receive feedback to guide instruction. This practice allows management to monitor if and how teachers are applying lessons from professional development.

D-2. Organizational Responsibilities and Goals

a. Core Functions

The core functions of the Youth Policy Institute in relation to the schools it operates and will operate are to centralize operations and share critical community, education, and training resources across the schools to achieve greater efficiency and enhance school performance and student outcomes. The organization will work with the schools to manage the academic and non-academic operations. YPI will provide leadership, support and guidance. It will operate a performance management system to measure academic achievement results and assess indicators required to gauge the success of the schools and education programs. YPI has established and will continue to nurture strategic relationships with community partners, funders, and public departments to provide support to teachers and students in its school network. YPI will work

with the schools to manage finances and operations. It will work to bring in multiple funds, education, training and technology programs and services to the students, families and staff. YPI will continue to support operations and direct appropriate services. YPI will work with the schools to manage the budget and bring in financial and other support. It will also handle development duties by increasing financial support and implementing the program design. YPI will continue to build new sources of funding by working with partners that bring in existing grants, programs and funding streams and new resources to leverage funding. YPI and partners have experienced grant writing staff and consultants who will work to enhance school operations and establish sustainability by obtaining grants.

YPI will offer guidance in instruction, intervention and school operations to reach optimal performance. YPI leaders share ideas from different educational models including charter, pilot and traditional district schools that are successful. The organization practices integrated reform having a combination of charter, pilot, and traditional LAUSD model experience, background and support in YPI school board members and executive leadership. The organization and its personnel have strong relationships and will continue to bring in community support for schools. It will engage in business and strategic planning and plan annual board governance retreats. YPI will be a source of strength and support to school boards and facilitate meetings to see marketing outcomes. The organization will also encourage the solicitation of feedback from both parents and students to check in see how the school is doing. It will work to ensure high return rates and encourage parents to come back and re-enroll their children. The organization will actively engage in school governance structures. It will listen to stakeholder input and respond to instructional concerns to make mid-year corrections possible. YPI will provide oversight, support and resources to assess the performance at each school and provide interventions for continued improvement. YPI staff (as members and leaders of the school boards) will review and analyze performance data provided by school administration to continuously drive school improvement by questioning what works, what does not work, and what aspects of instruction and the larger school program can be altered to better serve the

students and teachers to increase academic achievement.

YPI is highly successful at engaging parent and community residents in its schools. The involvement of these groups works to increase the capacity and improve the performance of the schools, notably in the community schools model embraced by YPI. The organization will continue to expand its many and varied partnerships which include parents, faith- and community-based organizations, health clinics, federal, state and local agencies, that work together to create safe school environments that meet students' social, emotional, and health needs. YPI operates multiple programs that provide educational supplements, job training, family support and technology services, and through these programs the organization works in collaboration with partners like Salvadoran American Leadership and Education Fund, Homies Unidos, and LA County Department of Public Health to increase capacity and leverage available resources to benefit students and parents attending the schools.

b. Leadership

YPI's leadership is experienced and knowledgeable in improving school operations and transforming education. Dixon Slingerland is the Executive Director of the Youth Policy Institute, a position he has held since 1996. He developed, opened, and operates a pilot school and two charter middle schools and serves as Board President. Iris Zuniga is the Chief Operating Officer for YPI where she manages more than 1,200 staff members at 125 program sites across Los Angeles. She previously worked as YPI's Chief of Staff and Director of Youth Services where she oversaw all after school programs. Mario Matute is the Director of Valley Operations for the Youth Policy Institute. He works with program coordinators and community leaders to implement collaborative solutions to the challenges facing low-income families in the San Fernando Valley of Los Angeles. Yvette King-Berg is the Public Schools Executive Director for YPI and reports to the school boards and executive management. She is an accomplished professional with a diversified background in academic administration, secondary, elementary, and early education. Stan Saunders is the Director of Development and has worked with the Executive Team to increase total company revenue from a $1.2 million annual budget to the current $35 million annual budget (which includes affiliated charter and pilot schools). As new schools are added to YPI's portfolio, the principals leading each of the schools

will continue to report to Yvette King-Berg, Executive Director of YPI Public Schools. A Chief Academic Officer (CAO) will provide support across the schools. The CAO will be responsible

for supporting and guiding educational performance and serve as the chief instructional leader and carry and communicate the academic vision for each school. YPI will also add positions to the organization to strengthen capacity to support school growth and reflect the school community. Additional positions may include: after school staff, a computer center director, physical education site coordinator, full service community schools site coordinator, college ambassadors, case managers and family advocates.

The YPI Board of Directors has legal and fiduciary responsibility for the organization. The Board provides fiscal accountability by approving and monitoring the budget. It also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that resources are managed effectively. This goal is accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director. Board meetings occur monthly and the location rotates between the YPI school sites and organization headquarters in downtown Los Angeles.

The primary role and responsibility of school leadership is to organize and operate a school for the educational achievement of local students and families. School leadership has the power to:

- Select and remove the officers, agents and employees of the school, prescribe powers and duties for them, supervise them, fix compensation, and review work load and compensation;

- Make rules and regulations for the conduct of the affairs and activities of the school;

- Borrow money and incur indebtedness for the purpose of the school and to cause to be executed and delivered therefore promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation and other debt and securities;

As described above, school leadership will ensure that school operations occur in alignment with the vision, mission and values of the school. It monitors all aspects of school performance, provides guidance, resources and support for increasing academic achievement, and manages the financial and operational aspects of the school according to gathered data and research. School leadership will set and maintain the school's vision; select, supervise, and evaluate the principal (with final approval from the superintendent); and approve the budget. It will have faculty and parent representation to ensure teachers and families have voice in school leadership.

E. APPENDICES

Letter of Intent and Commitments and Expectations

Information Summary

 English

 Spanish

Assurance Form (Appendix D)

Service Plan for Special Education (Appendix E)

Application History Data Sheet (Appendix F)

Performance Plan (Appendix F)

Job Description of Principal

School Calendar (Appendix K)