

Local Initiative School Plan

Request for Proposal Questions

General Questions

1. Mission Statement:

Through learner centered instruction and performance assessment, Reseda High School students will become academically capable and self- sufficient individuals ready to meet the challenges of the 21st century society.

With this mission in mind:

- Our students will be effective communicators, critical thinkers, self- directed learners, responsible citizens, and healthy individuals.
- Our faculty and staff will maintain a safe, secure and clean school environment.
- As a center for community resources, our school community will be united in its commitment to the success of every student.
- We will develop and train all stakeholders, facilitators, and contributors to achieve a quality education for all students.

Vision:

Reseda High School, one of over 70 comprehensive high schools in the Los Angeles Unified School District (LAUSD), opened in 1955. Currently, Reseda High School has approximately 1800 students. A pattern of diminishing enrollment has taken hold beginning in 2004, when the school had a student body population of 2900.

Approximately 73% of Reseda High School students are Hispanic in origin. The majority (70%) of these student's families are blue-collar workers that are identified as economically disadvantaged. Approximately 15% of Reseda High students are English Learners (EL) and 45% of our students have been reclassified English Learners.

Currently, there are 280 English Language Learners (ELL) being served in English Language Development (ELD) classes or sheltered-English core curriculum classes. The sheltered courses are taught by CLAD/BCLAD-credentialed teachers, as well as bilingual

aides during much of the class period. We have a school-wide focus on providing the necessary academic strategies for our diverse populations.

A recommendation of the 2004 WASC visit was for Reseda High School to adopt and implement the small learning community format. This recommendation was based on current educational research that indicates student achievement increases in smaller, more personalized learning environments. Using this recommendation, Reseda High School is now comprised of six Small Learning Communities (SLCs): Ninth Grade Academy, Arts & Education, Academy of Technology and Health Careers, Science Magnet, Police Academy Magnet, and Law/Public Service Magnet. The result of this school-wide change enabled Reseda to win a six year accreditation from WASC in 2004 and again in 2010.

Reseda High School was designed with the following vision in mind: The school is dedicated to being a multicultural learning environment that prepares all participants to effectively read, listen, think, and communicate. Our teachers, staff, students, parents, and surrounding community will work in an expanded partnership that is committed to the education and personal growth of every student.

The Reseda High School beliefs are as follows:

- A culturally and ethnically diverse population contributes to an enriched learning environment.
- All students are unique individuals who can learn, and we have the responsibility to meet the needs of all.
- Education is a collaborative endeavor that requires participation between school, home, and community.
- All stakeholders will facilitate and contribute to quality education through professional development and training.

In an effort to involve all stakeholders, a series of collaborative professional development activities including faculty, staff, students and parents were conducted to identify and construct Reseda High School's expected school-wide learning results. The following learning results are revisited and refined annually.

The creation of the Reseda High School ESLR was based on an acronym using the school mascot name (REGENT).

Reseda High School Students will become:

R= Reflective, Effective Communicators who:

- Demonstrate comprehension and literacy skills through reading, writing, speaking, and listening in Standard English.
- Demonstrate technological skills in order to access and evaluate various media, which will enable students to face and meet the challenges of the information age (21st century).

E= Expressive Critical Thinkers who:

- Identify, locate, and analyze resources to solve problems individually and collaboratively.
- Evaluate options to develop solutions in academic and workplace settings.

G= Gifted, Self- Directed Learners who:

- Master study skills applicable to college, careers, and life- long learning.
- Meet deadlines, remain on task, and accept responsibility for their academic success.
- Develop financial management skills for independent living.

E= Educated Responsible Citizens who:

- Accept responsibility for their behavior, practice good citizenship, show respect for people and property, and work in ways that improve their local/global communities.
- Are productive in a diversified work force.

N= Nurturing Students who:

- Develop cultural sensitivity, respect, and tolerance of individual cultural differences.
- Foster positive relationships with students of differing age groups.

T= Tenacious Students who:

- Tirelessly pursue academic and personal growth.

S= Scholarly Individuals who:

- Practice principles of fitness, good nutrition, safety, and good hygiene.
- Exhibit self- discipline and social courtesy.

Each of Reseda High School's small learning communities is committed to the implementation and attainment of the expected school- wide learning results. The ESLRs are posted throughout the campus in an effort to continually promote the vision and direction of the school as a whole.

2. School Data Profile/Analysis

1. What is the current state of your school?

Reseda High School is a community school dedicated to the academic achievement of its students. Over the past 10 years, we have made great strides in student achievement. This is a result of a strong collaborative effort by all school members. However, we are still faced with the challenge of meeting our student achievement outcomes and the goal of proficiency for all. Our community and our students need to see continual growth from our educational framework.

There are many challenges that face education today. Extreme budget issues have plagued our school with a myriad of problems. A shortened school year because of furloughs, as well as a reduction in school buy- back days, have caused preparation and pacing restrictions on our staff. Resources have been reduced, resulting in staffing reductions. These reductions have increased class sizes and placed extreme burden on counseling and administrative staff, due to norming

increases. Additionally, promotions, retirement, and displacement of staff have all had negative effects on our student population, as well as the day- to- day operations of the school.

Looking at the daunting task of running a school against these odds, one would most likely give up. However, the data for Reseda High School clearly paints an optimistic picture for our future. People who visit our school praise it for its clean and friendly appearance. These visitors are always surprised at how respectful and courteous our student body is, as well as the helpfulness and understanding of our staff. It is often noted that the campus is extremely quiet and the halls are free from students during class time. This is a testament to the persistence of our staff, which actively engages our students in rigorous academic activities. Students at Reseda participate in academic and extracurricular activities both during and after school. Performing arts and athletics allow students to participate inside and outside of the classroom, which improve the school's visibility through community interactions. Our students are making gains, as is evidenced by increased proficiency on the CST and CAHSEE scores. Students direct their own learning by setting goals for the CST, CAHSEE, graduation and college. The result is a higher graduation rate and an increase in college acceptance, as seen in the school's AYP and Senior Survey.

Reseda High School is committed to ongoing school improvement, which involves collaboration by all. Part of that collaboration is a result of continual professional development (PD). PD occurs every Tuesday following early student dismissal. Weekly professional development activities are structured by small learning community or department. During professional development activities, data is analyzed in order to assess the critical needs of the school.

Through data analysis, the areas identified as "critical need" for improvement are as follows:

1. *There is a "critical need" to improve the reading proficiency of all students in all academic areas in order to prepare them for post- secondary success. In each course, students will learn to proficiently read and comprehend the course textbook and similar resource materials that are appropriate to the discipline they are studying. Special attention will be given to English Language Learners.*

This "critical need" is evidenced by our CST scores, CAHSEE pass rate, and reading comprehension sub scores in ELA. Additionally, teachers across all content areas have expressed concern regarding student difficulties in gleaning pertinent information from the texts. Improvement in these areas relates to student achievement as a part of the expected school wide learning results (ESLRs).

- Reflective, Effective Communicators

- Expressive Critical Thinkers
- Gifted, Self- Directed Learners

2. *There is a “critical need” to improve the writing proficiency of all students in all academic areas. In each course, students will become proficient in the appropriate writing styles pertinent to the discipline they are studying.*

The CAHSEE pass rate, along with SAT results and data from the Early Assessment Program (EAP), provide the evidence for this need. When students graduate from Reseda High School, they should not only be college prepared but they should also be college ready, thus eliminating the need to take remedial English coursework. As we address this critical need, we will be supporting students in their achievement of the ESLRs:

- Expressive Critical Thinkers
- Reflective, Effective Communicators

3. *There is a “critical need” to improve the math proficiency of all students in all mathematics courses. Special attention will be given to English Language Learners**

An analysis of our CAHSEE pass rate, CST scores, and failure rate in mathematics courses, has led to the identification of this critical need. Students should be able to show proficiency in mathematics and be able to solve problems. Upon graduation from Reseda High School, students should be college ready and capable of passing the mathematics proficiency exam. Improving student outcomes in mathematics is relevant to the achievement of these ESLRs.

- Gifted, Self- Directed Learners
- Expressive Critical Thinkers

(Note * For the purposes of these three critical academic needs, an “English Language Learner” will be defined as it is used to determine CST sub- groups. This definition is significantly broader than that used by our district to define “LEP students” (Limited English Proficient).

Other areas of concern regarding student achievement are as follows:

- Reseda High School continues to be categorized as a Program Improvement (PI) school. Reseda continues to miss the mark in meeting the AYP goals for the school.

The following table summarizes the groups that are not meeting the AYP target proficiency rates for the last four years:

Summary 2009-2013				
	2009-2010	2010-2011	2011-2012	2012-2013
AYP:	No	No	No	No
# AYP Criteria	18	18	18	22
AYP Criteria Met	10	9	9	14
AYP Criteria not met	ELA & Math	ELA & Math	ELA & Math	ELA & Math
Met Schoolwide Graduation:	No	No	No	Yes
Graduation Rate	78.06%	78.98	78.48%	83.54%
Proficiency Targets:				
ELA	55.60%	66.70%	77.80%	88.90%
MATH	54.80%	66.10%	77.40%	88.70%
% At or Above Prof.				
ELA	55.10%	63.80%	53.80%	58.80%
MATH	56.10%	61.60%	59.90%	66.50%
Participation Rate	Yes	Yes	Yes	Yes
ELA	99%	99%	100%	99%
MATH	100%	99%	100%	100%
API-Met Growth Target Schoolwide	Yes	Yes	No	No
Group Not Meeting API		White & SWD	Hispanic, SED, SWD, & ELL	Hispanic, & SED

Source CDE

Acting on the WASC recommendation of restructuring the school into the Small Learning Community format, Reseda High School has created evidence of improved academic performance. Starting in the 2007- 2008 school year, Reseda did create and implement SLCs. Professional development focused on building capacity within the SLCs, personalization, interdisciplinary lesson planning, and student intervention. Departmentally, core academic teachers engaged in lesson study with Pearson Achievement Solutions. Non- Core teachers developed departmental action plans that involved a cyclical process of planning, implementing, and analyzing. Teachers were also involved in data analysis, WASC, SDAIE strategies, cooperative learning, backwards lesson design, and Culturally Relevant and Responsive Education (CRRE) throughout the year.

Increasing student achievement through focused data analysis and implementing rigorous standards-based instruction via research-based strategies in the classroom is the focus of all professional development. In June 2007, the SLC design teams (including administrators, lead teachers, UTLA chapter chairperson and core academic teachers) participated in an intensive planning retreat that resulted in a focused school wide and SLC-specific professional development plan. The weekly Tuesday afternoon banked time allows staff to reflect on teaching strategies to enhance student comprehension and achievement. Teachers work on research-based instructional techniques, such as backward planning, differentiated instruction, content literacy, utilizing technology in instruction, and SDAIE techniques. These strategies focus on the diverse needs of our students in reading comprehension, critical thinking, and academic rigor. Additionally, they support achievement of our expected school-wide learning results.

Beginning in 2010, the large majority of our professional development time was utilized to gather and analyze data. Additionally, discussion of critical instructional issues, the formulation of an action plan to improve our student achievement, and collaborative discussions regarding school- wide decisions were directly related to WASC preparation.

The following areas of data driven strengths in student outcomes are evidence of continual, relevant school wide professional development:

- Reseda now ranks a “9” in comparison with similar schools.
- Over the past 5 years the number of students taking AP courses has increased 11%.
- In 2012-2013 the API score of special education students rose by 29 points.
- In 2012-2013 the API score of English Learners students rose by 46 points.
- In 2012-2013 the API score of White students rose by 13 points.

- The percentage of students scoring proficient or advanced on the ELA CST has increased in all core subjects over the past 3 years.
- In 2012-2013 the percentage of students scoring proficient or advanced on the grade 10 ELA CST has increased by 8% to proficiency of 61%.
- In 2012- 2013 the percentage of students scoring proficient or advanced on the Earth Science CST increased by 13% to proficiency of 32%.
- In 2012-2013 the percentage of students scoring proficient or advanced on the CST Summative Mathematics has increased by 17% to proficiency of 65%.
- Reseda has a long history of at least 99% participation rate on the CAHSEE exam.
- The reclassification rate of 9th through 12th grade English Learners in 2012-2013 is 10.7 % (Source: MyData).
- CAHSEE pass rate for special education population in English is 50% and for Math 59 % (Source: CDE).
- In 2012- 2013 Reseda carried a 95.8% daily attendance rate, which is one of the highest in the district.
- Student discipline is excellent. In 2012-2013 only one student was opportunity transferred out and only two students were opportunity transferred in. This is strong evidence that serious infractions are on the decline. In 2012-2013 the suspension rate at Reseda High School has declined by 39% (Source: MyData and Deans Office).
- 95% of Reseda High School's graduates in 2012-2013 were admitted to college. Over 45% of them were admitted to four year colleges and Universities both locally and nationally (Source: RHS College Office).
- In a recent independent survey conducted in 2012-2013, 92% of our staff, and 91% of our students responded that Reseda High School is a safe, secure, and clean learning environment.
- In 2011-2012, 86.7 % of parents surveyed responded they feel welcome at school and 75% responded there are opportunities for involvement. (Source: Performance Meter Data Summary).

In an effort to further improve the efficiency of our teaching staff while maximizing data collection, our school changed the decision making process. Although we have always used some data to help plan for student academic improvement, we have increased the amount of data used, and the effectiveness in which it is used, over the past 6 years. We started by using our testing coordinator as our data expert. This position has grown into a full time data analysis/problem solving coordinator position. The coordinator's duties are to provide teachers and administrators with data that will better inform school decision- making and delivery of instruction. As a result, the collected data has spawned a decision making process, which we systematically use to improve student performance.

In addition to utilizing a testing coordinator, we began developing a weekly common formative assessment program in the four core subject areas. The test questions were developed by the lead teachers in the core subject areas and reflect subject pacing that is aligned with the State Standards. Each Tuesday, teachers administered the practice tests to their classes. Students were given support in their homeroom for successful test-taking strategies. Additionally, students were given reinforcement in grade level assemblies to create a positive attitude towards these required tests. Teachers provided each student with their test scores, reviewed and explained the implications that were represented by their scores. All students were provided with information on how to strategically improve their scores. Counselors met with focus groups of ten to fifteen students during lunch to dialog on issues related to standardized testing. The students' responses have been helpful in assisting staff in developing various strategies to address the achievement gaps, as well as to address the stigma and anxiety associated with standardized testing.

In order for Reseda to continue to improve academic achievement, we implemented a new strategy called "Academic Intervention". Reseda used Whittier Unified School District's High School Bell Schedules as a model. Reseda also utilized Richard Dufour's book, *Whatever it Takes*, as the inspiration for our change; we wanted to find intervention time within the school day for students who were having trouble understanding the curriculum. Therefore, we implemented a block schedule with three instructional periods (instead of six) each day, and extended the day to include a 20-minute intervention opportunity at the end of each period.

The extended "Intervention" period allows teachers to determine the individual needs of each student. Students who are not proficient on the most recent common assessment, or students who are having difficulties in class, are given extra instruction. The extra time allows teachers more opportunity to use the following instructional techniques:

- Scaffolding
- Re- teaching
- Clarifying

- Differentiating
- Developing projects
- Direct instruction

Students needing instruction outside the classroom are allowed time for:

- Research in the library
- Contact with math coach
- Consultation with counselors
- Consultation with college and/or career advisor
- Collaboration with peers on classroom or services learning projects and labs

Specifically, this schedule allows teachers to access the immediate needs of each student, period by period. Additionally, teachers assess students' need for additional time to collaborate with the teacher, peers, students and coaches outside the classroom.

3. Family and Community Engagement:

Reseda High School is a collaborative environment where parents are partners in their child's education. The school survey highlights the positive attributes of Reseda High School. It shows that students and parents alike feel the staff is respectful and has the children's best interests in mind. They are confident that problems are handled quickly and professionally.

Reseda High School (RHS) implements an inclusive approach to communicating with our families, community, and supporting stakeholders. RHS fosters active involvement as partners in education for our students' success. We are fortunate to have the collaboration of hard- working families, staff and community partners.

RHS employs a three- tiered communication strategy for reaching our various stakeholders. The first tier operates as a "high tech" version of an awareness campaign. The school maintains two websites (resedahighschool.com and resedahs.net) that offer an overview of our school and provide a multitude of links to a variety of school and community based resources.

The second tier operates as a "low tech" version of an awareness campaign. This tier focuses on face- to- face interactions with multiple venues via district communication. First, RHS has elected family, students and staff representatives to serve on numerous governing committees

to guide school decisions. These groups include the Title I committee, School site council (SSC), English Learners Advisory Council (ELAC), and the Shared Decision Making Council (SDMC). Furthermore, our families are active participants in a 9th grade orientation that welcomes them to the RHS community. This activity serves to ease their transition from middle school to high school. Families attend back to school night and PHBAO (Predominately Hispanic, Black, Asian, and other ethnicities) open house night to collaborate and communicate with teachers for student success. The Principal communicates regularly with parents through a newsletter that is sent home in both English and Spanish. The RHS College Office communicates regularly with our families through college applications and financial aid workshops in English and Spanish. Additionally, our Dean's Office and individual administrators collaborate with families when needed. Lastly, our growing parent center serves as a liaison between the school and families by offering parent education workshops. These workshops strengthen parent- to- parent relationships, which enhance emotional support.

Academic achievement is communicated to parents on a consistent basis. Using a web based program (Jupiter Grades), parents can view student grades and assignments on a daily basis. 5, 10, 15, and 20-week marks are sent home per district policy. Ninth Grade Academy students circulate additional progress reports every two weeks. These are hand carried home, signed by the parent, and returned to the SLC office.

Reseda has also initiated many community partnerships. These connections help alleviate budget shortcomings and enable our students to gain access to professional expertise outside of the traditional school day. The following is a list of community partnerships:

- LAPD
- NJROTC
- International House of Blues Foundation (IHOFB)
- Los Angeles Opera
- School site council
- Shared Decision Making
- Safety council
- Los Angeles School Police
- Northridge Hospital

- Theatre West
- Kaiser Permanente

The third tier of our awareness/communication campaign functions through our distinct organizations at RHS. The WASC recommendation for school redesign into the SLC format has decentralized the school. Each SLC has its own teachers, administrator, and counselor. These participants concentrate efforts on their students' success as the first line of intervention. There was consensus among all stakeholders that parent/teacher/student communication—in matters related to academics, attendance and discipline- has markedly improved since the redesign into SLC.

4. School Culture and Climate:

a. Academic Culture

Reseda High school has a very collaborative Academic Culture. Our faculty participates in two professional learning communities (PLC) that are at the center of much of the academic achievement. These two learning communities are the SLC team and the department team. Our school is divided into 6 Smaller Learning Communities. Therefore, a small group of teachers are focused on meeting the needs of a small group of students. Each SLC has a PLC dedicated to personalizing instruction, which engages our students. Students are given interdisciplinary, authentic project based instruction that will follow the Common Core State Standards (CCSS). Each SLC has a career focus with community partners that provide students with real world experiences in their career area of choice. Activities such as student led conferences allow our students and parents to collaboratively take an active role in the student learning.

Each year our SLC PLCs evaluate both quantitative and qualitative data to assess the overall well-being of our students academically, psychologically and socially. SLC surveys are given to parents, students, and staff to measure the school's success in areas that cannot be measured through standardized testing results. Reseda has partnered with the University of Georgetown to assess the psychological and emotional state of our student body. Assessment data is then used to focus on students within each SLC that may need intervention in nonacademic areas. The results of these measures are analyzed by our governing committees and the faculty as a whole, in order to inform future decisions. For example, we were able to assess that our 9th and 10th grade student interventions were tremendously effective. So effective that our students' social/emotional issues were identified less frequently than comparative high school students. Reseda High School has dedicated extra resources for counselors, psychologists, and increased nursing time to ensure that the needs of all students are being met.

B. Professional Culture

In Addition to our SLC PLCs, we have Department PLCs. These department teams use regular professional development time to analyze state standards, create subject pacing plans, write common assessments, analyze student results, and design student interventions. Additionally, they make changes, modifications, and improvements to instructional techniques based on common assessment results and peer observations. Teachers share best practices and support the overall professional development of their colleagues.

Design Team Capacity:

Reseda High School is a reform-minded, teaching and learning community that is characterized by respect, collaboration, mutual accountability, and professionalism. We are dedicated to continual improvement of student achievement. The RHS community continues to explore and pursue options to improve student achievement. The process of exploring these options is a natural extension of existing campus work groups: content groups, SLC groups, leadership groups, and governance councils.

In 2013, a group of volunteers from the community including, teachers, counselors, coaches, and administrators, formed a committee to explore reform options. Open committee meetings were announced and minutes were distributed to the school community. Information about reform options was shared at leadership and professional development meetings. Additional meetings for autonomy were announced and open to all. Meeting minutes were distributed to the school community. Meetings were facilitated by Reseda Principal Jose Rodriguez, UTLA Chapter Chair John Springer, and Assistant Principal Chris Perdigao.

After comparing all available options, the school's stakeholders decided to pursue the LIS option for the following reasons:

- Validate all current reforms including those in place when the school opened.
- Validate autonomies granted by Superintendent Cortinez
- Implement the "Mutual Consent" staffing waiver as identified in LIS

Additional parent meetings were held during the fall semester of 2013 to inform them of the LIS waiver option, to raise questions and to solicit input. The consensus of the stakeholders identified the LIS option to be the best way to address student achievement gains and hope of improving proficiency of all students.

The LIS plan was drafted collaboratively with input and review from committee members: Principal Jose Rodriguez, UTLA Chapter Chair John Springer, Assistant Principal Chris Perdigao, Dr. Sargon Alkhas, Instrumental Specialist Christopher Maurer, Faculty, Parents and Students. Additionally, students' parents and the community were engaged in the development and review of the plan.

Local Initiative School Instructional Plan

2. Assessment Plan

LIS Waiver #4 – Assessment

****Yes we are selecting the waiver****

RHS will continue to maintain its current assessment process. This will enable Reseda High School to administer, grade and analyze locally created periodic common assessments. These assessments currently adhere to the California State standards in lieu of District Mandated Common Assessment and would continue to do so. Our current common assessments were designed by subject-alike departmental teams to monitor student progress aligned with the California State Standards and California High School Exit Exam. Our core subject teams would design new common assessments that would more effectively parallel the Common Core Standards and the CAHSEE. Our Elective teams would design a common assessment platform to support the literacy and practice standards for Math and English. These common assessments would be written in the same general format as the common core assessments, providing the students with the opportunity to improve their overall writing skills. In addition, the results of the assessments will be used to inform Curriculum Council decisions regarding instructional progress and goals.

Professional Learning Communities, comprised of the members of each SLC or Magnet, and comprised of all members of a department regardless of SLC or magnet, using regular professional development time will analyze state standards, create subject pacing plans, write common assessments, analyze student results, and design student interventions during professional development time. Additionally, changes, modifications, and improvements to

instructional techniques based on common assessment results would be addressed during PD. The assessments would be designed within the framework of local pacing plans. Teachers will analyze the overall scope of their subjects' standards and create a curriculum map to best meet the learning needs of the students. A common assessment would be given approximately every 3-5 weeks.

These formative assessments would better meet the instructional needs of the students. Additionally, these assessments will provide students and teachers with immediate feedback, resulting in more effective intervention planning. Student results would be assessed by the teacher and then by the department teams and administration. Professional Development time would be used to analyze individual student progress, as well as overall student progress on the standards being addressed. In addition, department teams would design interventions and instructional techniques to address student deficiencies. These interventions would include both in class and supplemental interventions, depending on student need.

The 2013-14 School year is being used as the design period for our Common Core pacing plans, common assessments, interventions and instruction. This will include 32 professional development periods, conference periods, pupil free days, faculty meetings and outside professional development.

4. School Schedule and Calendar

LIS Waiver #5 - Local Schedule and Strategies:

****Yes we are selecting the waiver****

1. Block Schedule

We would like to maintain our current bell schedule and banked PD Schedule. We are currently on an A/B block schedule with three 2 hour periods daily. The longer periods have allowed for fewer interruptions to the instructional day and more opportunities for project based, differentiated instruction. In addition, we have banked time within the schedule to allow us 32 Professional Development Tuesdays rather than the 7 district PD days. We use this PD time for

Common Core training, lesson design, Common Assessment analysis, intervention design, instructional best practices, ELD standards and SDAIE training. In addition, we use built in intervention time. The last 20 minutes of each class period is used to address the intervention needs of the students.

REGULAR BELL SCHEDULE

(Monday, Wednesday, Thursday, Friday) A/B

Per 1/2	7:55 – 10:00	125 minutes (including Announcements)
Nut	10:00 – 10:16	16 minutes
Per 3/4	10:22 – 12:32	130 minutes (including DEAR)
Lunch	12:32 – 1:02	30 minutes
Per 5/6	1:08 – 3:07	119 minutes

PROFESSIONAL DEVELOPMENT DAY BELL SCHEDULE

Every Tuesday

(Except First Day of Semester and CAHSEE testing days)

Per 1/2	7:55 – 9:35	100 minutes
Nut	9:35 – 9:53	18 minutes
Per 3/4	9:59 – 11:34	95 minutes

Per 5/6

11:40 – 1:15

95 minutes

2. Professional Development Time

We are requesting the continuation of our Professional Development schedule. We currently hold professional development every Tuesday from 1:45 until 3:07. This time is used to facilitate our Smaller Learning Community PD, as well as our department focused PD. The Professional Development time is used to collect and analyze student data, to create and analyze standards based common assessments, to create and analyze standards based interdisciplinary lessons, and improve the practice of research based common core instructional techniques.

Reseda High School's current bell schedule provides our teachers time to work together in their Professional Learning Communities.

Reseda High School's student achievement has improved since implementing our strong PD strategies. Moving forward, we will continue to look at common assessments, CAHSEE, and State Standardized Test scores as markers for student improvement. Additionally, classroom assessments and student work will be evaluated in order to measure our continued success.

3. Intervention time

RHS would like to continue our block schedule that incorporates "built-in" time for student intervention. This is the same schedule used at Whittier High School and its entire District, which enabled Whittier Unified to exit from PI status. 45% of the Reseda High School student body fails at least 1 class per semester. It is difficult to get students to stay after school, come to Saturday school or even lunch time tutoring for any form of intervention. Our current schedule supports student intervention during the school day. By incorporating the schedule with built-in intervention time, we will do the following: increase student performance on standardized testing, increase the pass rate on the CAHSEE, improve student attendance, decrease the student drop-out rate, decrease discipline problems, improve class grades, and increase pass rates in all core subject areas. Richard Defour in his book *Whatever it Takes* states: "intervention during the school day is largely responsible for the success of Adlai Stevens High School in raising student achievement."

5. Staffing

LIS Waiver #9 A Requirement for “mutual consent”

****Yes, we are selecting this waiver****

Reseda High School has created many innovations in teaching over the last 10 years. Changes in assessment and intervention strategies have slowly directed us toward consistency in school practices. The gains in student achievement are a result of the commitment of our unified staff. Reseda High School currently seeks the most qualified candidates who embrace the school’s vision and practice for all job classifications. Reseda High School seeks to implement the “Mutual Consent” hiring practice of filling UTLA-represented site-based openings at the school. This means we will no longer accept district-mandated priority placements; however, the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. When full-time certificated staff openings become available, Reseda High school will convene a personnel team designated to participate in the selection. The personnel team will review resumes and decide which qualified candidates will be interviewed. However, the Principal will have the right to independently choose additional qualified candidates to be interviewed. The personnel team will consist of:

1. One SLC/magnet teacher, chosen by the appropriate SLC/Magnet of the designated open position. Elected in a fair and democratic manner by secret ballot selected from within each SLC or Magnet program, which is subject to the rules for similar elections in the LAUSD/UTLA collective bargaining agreement.
2. One member of the department, chosen by the appropriate department of the designated open position. Elected in a fair and democratic manner by secret ballot selected from within each department, which is subject to the rules for similar election in the LAUSD/UTLA collective bargaining agreement.
3. One department chair from the appropriate department of the designated open position.
4. The UTLA Chapter Chair.
5. The Principal or designated Administrator.
6. A classified employee selected by the school’s classified staff.
7. Two parents selected by parents on the School Site Council.
8. The student body president.

The personnel team will attempt to reach consensus on the selection for the vacant position. If consensus is not possible, then an affirmative approval of at least 6 of 9 members of the personnel team will be necessary to make a selection.

In the case of a Principal vacancy the Superintendent or Designee will have the right to independently choose additional qualified candidates to be interviewed.

Decisions made by the personnel team regarding full-time certificated positions to be filled are subject to the independent concurrence of the Principal. However, the decision of the personnel team for a vacant Principal position is not subject to the concurrence of the current in place Principal, but is subject to the independent concurrence/consent of the Superintendent or designee. If any member of the personnel team is not available to fulfill their duties for any reason, the Principal and Chapter Chair may jointly agree to a replacement on a temporary basis until a permanent replacement can be elected or the person is able to resume his or her duties.

Current staff would not be affected by “mutual consent” except to the extent that they participate on the personnel team. Individual appeals to the decision or process of the personnel team will be handled in accordance with District-UTLA Agreement.