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PART ONE: REQUEST FOR PROPOSAL QUESTIONS
EXPANDED SCHOOL-BASED MANAGEMENT MODEL
VERDUGO HILLS HIGH SCHOOL

1. VISION and MISSION

1. (1) Verdugo Hills High School Vision Statement

VHHS provides a rigorous, standards-based instructional program that meets the diverse needs of all students, supported by classroom instruction that encourages collaboration and communication where all stakeholders experience a sense of accomplishment and community.

1. (2) Verdugo Hills High School Mission Statement

The Verdugo Hills High School (VHHS) mission is to provide students access to the tools necessary to be active, inquisitive, and successful participants in a rapidly changing world. VHHS will:

- create a secure environment that encompasses all aspects of a standards-based instructional program to ensure equity and access to high achievement for all students.
- provide high achieving, personalized, small school learning environments for all students.
- develop a community of learners (including parents, students, community, teachers, staff, and administrators) that will offer active support as our students become life-long learners.
- engage all stakeholders as continuous learners and facilitators of quality learning through professional development.
- function as a center for community resources.
- prepare all students to be successful and responsible contributors in a multicultural, technologically advanced society.

2A. SCHOOL DATA PROFILE and ANALYSIS

Population trends by grade level as of Norm Day, 2013:

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>623</td>
<td>620</td>
<td>495</td>
<td>437</td>
<td>429</td>
</tr>
<tr>
<td>10th grade</td>
<td>578</td>
<td>462</td>
<td>493</td>
<td>411</td>
<td>387</td>
</tr>
<tr>
<td>11th grade</td>
<td>485</td>
<td>474</td>
<td>376</td>
<td>432</td>
<td>399</td>
</tr>
<tr>
<td>12th grade</td>
<td>416</td>
<td>449</td>
<td>408</td>
<td>356</td>
<td>419</td>
</tr>
<tr>
<td>Total</td>
<td>2102</td>
<td>2005</td>
<td>1772</td>
<td>1636</td>
<td>1634</td>
</tr>
</tbody>
</table>

2A. (1) Demographics

Ethnic and racial demographics of the school are as follows: 57% Latino; 31% White; 5% Asian; 3% African-American; 3% Filipino; and 1% American Indian. Presently, approximately 67% qualify for free or reduced rate meals. There are 12% students with disabilities; 10% English Learners, 31% Reclassified English Proficient (RFEPs); and 18% identified gifted.

2A. (2) Academic Performance Index (API)

VHHS’s Academic Performance Index (API) scores have shown dramatic increases in the past five years, from 665 in 2007-08 to 747 in 2011-12. VHHS moved from a statewide rank of 3 to similar schools to a 5
statewide. API scores from 2009-10 to 2010-11 increased by 31 points to 741, and then to 747 in 2011-12. This placed Verdugo Hills High School 6th among all high schools in the Los Angeles Unified School District. In 2012-13, VHHS met all growth targets for Socio-economically Disadvantaged, English Learners, and Students With Disabilities, yet received a statistically insignificant change of -1 point overall.

<table>
<thead>
<tr>
<th>Academic Performance Index (API)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
</tr>
<tr>
<td>2007-08</td>
</tr>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2011-12</td>
</tr>
<tr>
<td>2012-13</td>
</tr>
</tbody>
</table>

2A. (3) Adequate Yearly Progress (AYP) and Program Improvement (PI)

Of the four major criteria that schools must meet to measure AYP, Verdugo scored as follows: In 2010-11, VHHS met 19 of 22 criteria; in 2011-12 the school met 16 of 22 criteria. For both the 2011-12 and 2010-11 years, Verdugo met all of the criteria for CAHSEE participation, graduation rate, and API. Under the recent CORE Waiver filed by eight California school districts (including LAUSD), the Performance Improvement (PI) designation has been eliminated and replaced by criteria outlined by the Single Plan for Student Achievement (SPSA) and LAUSD’s Required Program Activities for Title I schools. Based on its consistent past performance, Verdugo Hills High School was not placed in any improvement category, and is currently being considered for the Title I Reward School designation. As a Reward School, Verdugo would be a model for best practices for struggling schools in LAUSD.

2A. (4) California Standards Tests (CST) All Content Areas

Below Basic (BB) and Far Below Basic (FBB) scores have generally decreased over the last four-year period, with a corresponding rise in Proficient and Advanced scores. In a four-year comparison, Geometry, Physics, and Integrated Science were the only areas with an increase and no decrease in Below Basic and Far Below Basic scores. In addition, Geometry, World History, Earth Science, and Physics were the only areas that showed decreases and no increases in Proficient and Advanced scores. Two of the biggest areas of improvement have been in Algebra I and II. In the four-year period, Algebra I Below Basic and Far Below Basic bands decreased by 19.4 %, with a corresponding increase in the Proficient and Advanced bands by 10.7%. Algebra II scores decreased by 15% in the Below Basic and Far Below Basic bands, and increased by 18.8% in the Proficient and Advanced bands.

<table>
<thead>
<tr>
<th>CSTs 2009-12</th>
<th>Change in Prof/Adv.</th>
<th>Change in BB/FBB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Gr. 9</td>
<td>43</td>
<td>49.6</td>
</tr>
<tr>
<td>ELA Gr. 10</td>
<td>43</td>
<td>44.2</td>
</tr>
<tr>
<td>ELA Gr. 11</td>
<td>44</td>
<td>51.7</td>
</tr>
<tr>
<td>Algebra I</td>
<td>17</td>
<td>21.3</td>
</tr>
<tr>
<td>Geometry</td>
<td>24</td>
<td>26.2</td>
</tr>
<tr>
<td>Algebra II</td>
<td>48</td>
<td>52.8</td>
</tr>
<tr>
<td>HS Math</td>
<td>72</td>
<td>82.5</td>
</tr>
<tr>
<td>World Hist.</td>
<td>30</td>
<td>34.9</td>
</tr>
<tr>
<td>US Hist.</td>
<td>43</td>
<td>49.4</td>
</tr>
<tr>
<td>Life Science</td>
<td>37</td>
<td>42.4</td>
</tr>
</tbody>
</table>
VHHS’s overall level of Proficient and Advanced Students has increased significantly since 2007-08, with a corresponding decrease in students scoring FBB or B. While trends in English/Language Arts show improvement in all sub-groups, there are major challenges still evident with our ELs and Students With Disabilities.

**2A. (6) English Learner Accountabilities**

While scores continue to increase in some areas, VHHS has not been able to meet all federal Annual Measurable Achievement Objectives (AMOs) as outlined in NCLB. AMOs include: mandated achievement results in CELDT Pass Rate (Annual Growth), Students Attaining English Proficiency (for EL students who have been in the district less than five years and for those EL students who have been in the district more than 5 years), and identified EL proficiency in English and Math.

**English Learner Progress**

VHHS makes good progress reclassifying English Learners due to an outstanding ESL program. In 2011-12, 33% of ELs scored Proficient on the CELDT, 30.1% scored Basic or above on the CST English, and 46.4% passed English or Advanced ESL with a C or above. Reclassification rate was and 10.6% in 2011-12.
2A. (7) CST Trends-Mathematics

The percentage of students scoring Proficient and Advanced in mathematics shows increases in all sub-groups (except African-American students) over the five-year period from 2007-08 to 2011-12.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Students Tested-CST Math</th>
<th>% Proficient and Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1630</td>
<td>1616</td>
</tr>
<tr>
<td>African Amer.</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>Asian</td>
<td>118</td>
<td>108</td>
</tr>
<tr>
<td>Latino</td>
<td>843</td>
<td>848</td>
</tr>
<tr>
<td>White</td>
<td>518</td>
<td>507</td>
</tr>
<tr>
<td>EL</td>
<td>263</td>
<td>234</td>
</tr>
<tr>
<td>SWD</td>
<td>157</td>
<td>154</td>
</tr>
<tr>
<td>Soci-Econ. Dis</td>
<td>1063</td>
<td>1090</td>
</tr>
</tbody>
</table>

2A. (8) California High School Exit Exam (CAHSEE)

Other testing at VHHS also shows yearly improvement. Below are the California High School Exit Exam (CAHSEE) results for Mathematics and English-Language Arts (ELA) by program (Combined 2012) for Grade 10. VHHS’s scores were higher than the LAUSD average for every sub-group in math and English.

<table>
<thead>
<tr>
<th>Subject</th>
<th>All Students</th>
<th>Special Ed Students</th>
<th>English Learner (EL) Students</th>
<th>Reclassified Fluent-English Proficient (RFEP) Students</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td># Tested Math</td>
<td>431</td>
<td>73</td>
<td>59</td>
<td>117</td>
<td>313</td>
<td>65</td>
</tr>
<tr>
<td>Passing Math</td>
<td>342 (79%)</td>
<td>23 (32%)</td>
<td>21 (36%)</td>
<td>106 (91%)</td>
<td>246 (79%)</td>
<td>57 (88%)</td>
</tr>
<tr>
<td># Tested English/LA</td>
<td>433</td>
<td>74</td>
<td>66</td>
<td>121</td>
<td>313</td>
<td>65</td>
</tr>
<tr>
<td>Passing English/LA</td>
<td>316 (73%)</td>
<td>19 (26%)</td>
<td>11 (17%)</td>
<td>106 (88%)</td>
<td>226 (72%)</td>
<td>54 (83%)</td>
</tr>
</tbody>
</table>

2A. (9) Additional Relevant Data

While there is extensive data available for VHHS and other LAUSD schools, the district holds schools accountable for meeting specific goals outlined in the “Performance Meter.” The goals included on the meter are: 100% Graduation, Proficiency for All, 100% Attendance, Parent & Community Engagement, and School Safety.

<table>
<thead>
<tr>
<th>GOAL 1: 100% GRADUATION</th>
<th>School Baseline</th>
<th>LAUSD Annual Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Four-Year Cohort Graduation Rate</td>
<td>64</td>
<td>76</td>
</tr>
<tr>
<td>B. Students On-Track for Meeting A-G Requirements</td>
<td>31</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: PROFICIENCY FOR ALL</th>
<th>School Baseline</th>
<th>LAUSD Annual Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. English Language Arts, Secondary: Proficient &amp; Advanced</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>D. Mathematics, Secondary: Proficient &amp; Advanced</td>
<td>32</td>
<td>37</td>
</tr>
</tbody>
</table>
### F. Proficiency in Algebra

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>28</td>
<td>27</td>
<td>38</td>
<td>47</td>
<td>NA</td>
</tr>
</tbody>
</table>

### G. ELs on Track for English Proficiency

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>47</td>
<td>56</td>
<td>59</td>
<td>NA</td>
<td>58</td>
<td>59</td>
</tr>
</tbody>
</table>

### GOAL 3: 100% ATTENDANCE

#### School Baseline

<table>
<thead>
<tr>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Percentage of students with 96% or higher attendance</td>
<td>55</td>
<td>62</td>
</tr>
<tr>
<td>B. Percentage of staff with 96% or higher attendance</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

#### LAUSD Annual Targets

<table>
<thead>
<tr>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>71</td>
<td>76</td>
</tr>
<tr>
<td>69</td>
<td>74</td>
<td>79</td>
</tr>
</tbody>
</table>

### GOAL 4: PARENT AND COMMUNITY ENGAGEMENT

#### School Baseline

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Percentage of parents who talk with the teacher about their child’s schoolwork</td>
<td>NA</td>
<td>23</td>
<td>50</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>B. Parent participation on School Experience Surveys</td>
<td>NA</td>
<td>8</td>
<td>13</td>
<td>36</td>
<td>42</td>
</tr>
</tbody>
</table>

### GOAL 5: SCHOOL SAFETY

#### School Baseline

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional days lost to suspension</td>
<td>232</td>
<td>147</td>
<td>74</td>
<td>43,506</td>
<td>25,000</td>
</tr>
<tr>
<td>B. Percentage of students who feel safe on school grounds (agree or strongly agree)</td>
<td>NA</td>
<td>87</td>
<td>73</td>
<td>86</td>
<td>88</td>
</tr>
</tbody>
</table>

### 2.A (10) AREAS OF STRENGTHS AND CONCERNS

#### Areas of Strength

1. Verdugo has a long history of collaboration among teachers, staff, parents, and students. Stakeholders are highly motivated to improve all aspects of the school, placing the instructional program and student achievement at the center of the decision-making process. Our litmus test has always been, and continues to be, “How is this good for students?”

2. Students, staff, and parents expect appropriate behavior and work effort by all parties. This, and a high degree of personalization, contributes to a family-like atmosphere, resulting in a positive and safe environment.

3. Since the institution of state standardized testing, VHHS has consistently improved test scores and outperformed schools in the local district, while ranking highly in LAUSD overall. This can be credited to high awareness of the importance of these measures, high expectations, rigor, and student engagement.

4. The VHHS staff has consistently sought and implemented innovative programs to support student growth, often “ahead of the curve” of LAUSD policy. There are numerous innovative programs and creative classroom experiences available to all students that promote engagement and positive attitudes toward school and the community. Many of these innovative opportunities, and much of the overall success of the instructional program, are directly attributable to the long-standing implementation of the Copernican Block Schedule, a school-wide writing program, establishment of a high-performing Magnet program, and specialized programs and high-interest curricular paths.

5. The professional culture of the school has helped to maintain focus and overcome some of the challenges in a period of significant change and turmoil in the Los Angeles Unified School District and public education generally. We have worked hard to maintain academic growth in spite of reduced funding and a devastating loss of teachers and clerical staff.

#### Areas of Concern

1. Allocation of resources must be focused on the teachers' need for increased collaboration, articulation among departments, and data analysis. Though it is difficult in the current economic/financial environment with cuts in staff and limited supplies, it is essential to the future of the school to keep the collaborative atmosphere intact as teachers move to adopt Common Core Standards. With the transition from state Content
Standards to the Common Core comes additional focus on curriculum, instruction, and evaluation. In addition, a higher level of collaboration will be necessary as new tests are introduced, and the school is assessed under LAUSD’s College and Career Ready Graduates accountability measures in the academic, social/emotional, and culture and climate domains.

2. Students scoring BB and B on standardized testing must continue to receive systematic assistance and opportunities designed to improve their scores to Proficient and Advanced. Such students must be identified quickly and must have a clear path through intervention and classroom teacher awareness of each student’s need to improve test scores. As the school transitions to new Common Core testing modalities, teachers’ and students’ unfamiliarity with the new tests make this concern even more urgent.

3. Although the redesignation rate for EL students is healthy, this rate can be improved. As in the case of BB and B students, effective identification, intervention, and follow-through must be systematically employed in order to raise the EL redesignation rate.

4. Parent involvement continues to be a challenge, especially at the senior high level. The socioeconomic demands our parents face often preclude their active participation in school activities and governance. The continuous identification of the needs and wants of parents as they pertain to their students' success is the first step towards improving parent involvement. Expansion of our current outreach and expanded use of technology and social networking may go a long way in increasing parent input and involvement.

In the 12-odd years since the passage of the No Child Left Behind Act in 2001, there have always existed inconsistencies between the various Federal, state, LAUSD, and local goals and policies. Taken together, these goals and policies are often at odds with the realities of the school site, where the unique social chemistry of the staff and student population more or less determines reality from day to day. Only through effective, ongoing, and clear collaboration among faculty, administration, staff, students, families, and the community can we hope to navigate through the ever-shifting demands of our profession. The inclusive, committee-based structure of our ESBMM plan is reflective of our common desire to continuously improve in all areas.

2B. Central Needs and Challenges

In our work preparing this reform plan and last year’s accreditation process – that resulted in a six year term of accreditation – the faculty, administration, students, parents, and community of Verdugo Hills High School have become knowledgeable about and familiar with the challenges the school faces as it continues on its road to realizing its vision and fulfilling its mission. The needs and challenges we have chosen to focus on are recognized by all concerned parties as the most urgent and persistent challenges that must be addressed in order to keep the school vibrant and successful.

1. Expand strategic academic support for all students

VHHS pioneered the use of locally-designed assessments so data can be compared and progress monitored as it relates to curriculum and instruction. The math, English, science, and social sciences departments each give either their own locally designed assessments or the district’s periodic assessments. With the introduction of Common Core Standards, performance assessments will need to be realigned with the new outcomes. Additionally, programs designed to support at-risk students, ELs, special education students, and other groups will need to be reconsidered in light of the new curricular expectations.

It is also expected, and recent events in other states have demonstrated, that this period of transition may be a bit chaotic and may have a deleterious impact on test outcomes and data. Faculty and related staff will need time and resources in order to make the changes needed to successfully transition into the new assessment reality. The biggest challenge in getting this work done is the limited amount of professional development time available to the school. VHHS has initiated alternate bell schedules to carve out weekly time for professional learning/PD and will continue to consider all options and possible modifications to the present plan.
2. Implement Common Core Standards
Currently, there are still many unanswered questions concerning the implementation of Common Core Standards. Stakeholders need adequate time (and funds to pay for the time) to collaborate, attend professional development and training, and adapt current practices.

3. Modify and Adapt School Structures: Magnets, specialized thematic programs, pathways
Our original schoolwide SLC plan is being modified to better reflect current student interests and needs. The original SLCs are evolving into thematic academic and career pathways rather than the traditional SLC model. For example, an engineering and energy program is being considered for 2014-15. The new VHHS Visual and Performing Arts Academy Magnet opened in Fall 2013. In addition, the current Multimedia Magnet is realigning with its original vision and mission. Other specialized programs are being considered in order to better serve students and fulfill the Common Core move towards critical thinking and collaboration.

4. Establish a data committee to review, analyze, and report to various stakeholders
Currently, departments, individual teachers, and members of the principal’s Instructional Cabinet review CST, CAHSEE, CELDT, and other data. The establishment of a data committee is necessary to bring focus and to help prioritize where the school will funnel its resources in the quest to meet various Common Core and LAUSD metrics. This must be a collaborative effort rather than a “top down” approach.

5. Increase enfranchisement of parents and community
A multitude of complex factors impact the lives of our students and help determine their academic success and other important aspects of their lives. Many of these factors exist outside the parameters of the school day, making it vital that the school keep building partnerships with families and community organizations that assist students as they navigate their way through adolescence. We hope to build on our current outreach programs in an actively meaningful way by having more parent and community representatives on our various committees as integral members of the decision-making process.

3. PARENT AND COMMUNITY INVOLVEMENT
Verdugo Hills High School employs numerous strategies to engage parents, families, and the community. These include newsletters sent home in Spanish and English, updates about the school and upcoming events on the school’s websites, and parent access to student attendance and grades through the Integrated Student Information System (ISIS) Family Module. All teachers may be reached via e-mail through the website. In addition, many teachers post homework assignments and grades online for student and parent access. The school maintains two comprehensive websites, with access to both information and various personnel, including teachers, administrators, clerical staff, and alumni. Various social media (Facebook, Twitter, Instagram, etc.) are in place to communicate with parents who are Internet savvy. Parents and staff are also kept informed of various events through weekly Connect Ed phone calls. School administrators and the attendance office also use this system to inform parents of their student's absences and leave messages about holidays, staff development activities, and reminders about standardized and CAHSEE testing. The Governance Council represents all of the stakeholders in the VHHS community, including parents, students, certificated and classified staff, and community representatives. Under ESBMM governance, parents would also serve on a variety of key decision-making committees.

VHHS has an active Parent Center located centrally on campus to facilitate parent involvement and to offer information and support to parents with various programs, including language and computer classes for parents. The center also maintains a class/support group called Parent Expectation Support Achievement (PESA). There is a bilingual parent center director available every day for walk-ins. On the fourth Tuesday of each month, parents sponsor “Breakfast With The Principal.” The Parent Teacher Student Association (PTSA) keeps families apprised of student programs and policies. The PTSA and Booster Club at Verdugo have yearly membership drives. The PTSA does a significant service for the school by sponsoring senior Grad Night, offering health and dental clinics, and providing eye exams and glasses to low-income families.
The English Language Acquisition Committee (ELAC) is an advisory committee consisting of parents and staff for the purpose of allocating ESL funding. This function is especially important this year because of LAUSD budget cuts that have severely impacted our staffing.

VHHS has a Back-to-School Night and an Open House to accommodate our Copernican Block schedule: one at the beginning of term A and the second at the start of term C, when the majority of students have begun new classes with new teachers. College information programs are also featured.

During the last two weeks of summer, administrators, counselors, and staff conduct an orientation for incoming freshmen orientation to inform students and parents about available courses, scheduling, and extracurricular activities. Link Crew, a student mentoring and support network, organizes and delivers a carefully structured orientation experience for incoming freshmen.

According to the annual district survey, in 2010-11 68.1% of parents felt there were opportunities for involvement at VHHS; in 2011-12 this dropped to 64.1% based on a lower response rate. In 2010-11, 86% of the parents responded they felt welcome at school, a figure that dropped to 79% in 2011-12. In 2010-11, 25.5% of the parents responded they talked with their child’s teacher about homework; this dropped to 23.4% in 2011-12.

<table>
<thead>
<tr>
<th>Parent Survey</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents who responded</td>
<td>17.7%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Strong Agree or Agree:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for Involvement</td>
<td>68.1%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Feel Welcome at School</td>
<td>86.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Talk with Teacher about Child’s Schoolwork</td>
<td>25.5%</td>
<td>23.4%</td>
</tr>
</tbody>
</table>

4. SCHOOL CULTURE and CLIMATE

4A. Academic Culture

The teachers and staff at VHHS strive to hold the highest academic and social standards for all students. The staff is dedicated to teaching tolerance and sending responsible young men and women into a diverse society with respect for all. Teachers at Verdugo encourage their students to dream big, to connect their curiosity and imagination with demonstrable academic skills so that they may fully realize their goals and dreams. The VHHS teaching staff expects excellence from students both in academic performance and behavior both in class and at extracurricular events. Teachers incorporate the values expressed in these standards in all core classes and electives. In addition, teachers stress the importance of academic honesty regarding issues of cheating and plagiarism.

Students at VHHS experience a high degree of monitoring and support for academic success. Students receive support in their content classes, through counseling support services, and through a culture that is characterized by trust, respect, and expectation for achievement. Students are not afraid to approach their teachers, counselors, and other school personnel when they need academic or emotional guidance. Services and programs have been coordinated to support student success, including very successful IMPACT and Peer Tutoring programs. Activities and services are focused on providing students with strategic and standards-based courses. Using data, targeted support is identified and provided through tutoring and intervention opportunities beyond the school day. Extended learning opportunities are connected to daily classroom instruction. Students who are English Learners are given additional support to make the transition to core, non-ESL classes. Students with special needs are provided appropriate levels of support to succeed.
Verdugo is a neighborhood school where parents, students, and staff take pride in being a part of the school’s respectful and tolerant school culture. It’s not unusual for students to have parents, relatives, and even teachers who are alumni. The staff is committed to maintaining a caring school community that instills in students the importance of good citizenship as well as the value of excellence in academics, as outlined in Verdugo’s Expected Schoolwide Learning Results (ESLRs—see ATTACHMENTS). The highly active staff willingly sponsors student activities and extended instructional tutoring. The community and state have recognized several Verdugo teachers as outstanding educators. A visit to our campus reveals an atmosphere of camaraderie and cohesiveness.

4B. Professional Culture

At Verdugo, teachers meet regularly to discuss and reflect on performance. The block schedule allows for many, but not enough, teachers to have a common planning period. The staff uses its common planning period to improve curriculum, review data, design programs, and to connect with students and parents. Teachers often share responsibilities within each specialized program, Magnet, and department. Teachers willingly sponsor clubs, attend extracurricular activities, write letters of recommendation, and use time outside the classroom to tutor and counsel students. 100% of our certificated staff is fully credentialed. Weekly professional development meetings on Tuesday mornings allow faculty and the staff an hour to continue their collaborative efforts or engage in district-mandated topics.

Verdugo’s staff has long enjoyed a collaborative and congenial culture. This is based, in part, on the school’s geographic location. Historically a “lone outpost,” Verdugo existed for a long time off the district radar, especially during its years as a CAPP receiver school for the overflow populations of other high schools. The “Verdugo Way” emerged years ago when teachers collaborated on ways to teach a diverse group of students from all over the LAUSD. As Verdugo became more of a neighborhood school beginning in the mid-1990s, the staff undertook its own reform movement and initiated many positive changes that resulted in markedly increased student success, including the Copernican schedule, writing program, Humanitas, the Multimedia Magnet, SLCs, and several others. Indeed, Verdugo teachers were well known within former mini-district 2 for their passionate commitment to reform and dedication to positive change. In recent years, however, shifting priorities in education and within the LAUSD have caused us to re-evaluate where we have been and where we want to go. Decreasing enrollment, attrition and displacement of teachers, and budget cuts have taken their toll, and we have lost many individuals who were instrumental during our decade of continuous reform and growth. Our first attempt at a self-constructed ESBMM system yielded a strong document that, for a variety of reasons, did not come to fruition in actual practice. For both the veterans of reform at Verdugo as well as people new to this process, this current proposal is our opportunity to put into practice what many have worked so hard to construct together.

While the current Governance Council makes decisions about some aspects of the school environment, the attached ESBMM proposal envisions a more global and expanded collaborative environment. It is the hope of all concerned that a broader system of management will engender a more democratic workplace, with greater participation, a greater sense of responsibility and ownership, increased trust and respect, and a broader range of opinions and ideas among all stakeholders.

5. DESIGN TEAM CAPACITY and REFORM TIMELINE

The Design Team is comprised primarily of members of the past and current Governance Council, representatives from Classified staff members, parents, students, community members, and any staff member with an active interest in pursuing reform. Verdugo’s reform efforts extend back to 2008, culminating in the submission of this proposal. The primary members of the 2013-2-14 Design Team for the current iteration of our ESBMM proposal are:
FACULTY
Bowman, Cordell                         Science
Camacho, Daryell                         Foreign Language
Campbell, Holly                          Language Arts, UTLA Chapter Chair
Franco, Raquel                           Foreign Language, Department Chair
Frost, Keven                             Assistant Principal
McGlothlin, Paul                         VAPA/Multimedia Magnet Coordinator
McCrary, Daren                           Social Studies
Mendelsohn, Jere                         English/Language Arts, Department Chair
Mojica, Yvonne                           Math
Reinhart, Will                           Social Studies, Department Chair
Revel, Tami                              Social Studies/Math
Treviño-Swanson, Christina               Assistant Principal, Counseling
Trimis, Edward                           Principal, Music
Turner-McMullen, Susan                   Counselor, College Advisor
Van Baal, Marcel                         Computers
Wilson, Rae                              ROP

PARENT REPRESENTATIVES
Aghakian, Evelyn                         Case, Ramie
Cuddihy, Julie                           Deukmejian, Karen
Dufton, Ginger                           Ghaium, Farzaneh
Duron, Lourdes                           Gregoire, Rhonda
Gregore, Rhonda                          Lizarraga, Estela
Solis, Sandra                            Lizarraga, Robert
Tamez, Evelyn                            

CLASSIFIED
Santoyo, Carlos, School Administrative Assistant
Downey, Marilyn, Senior Office Technician
Gerdwagen, Mary, Senior Office Technician
Kreidt, Rose, Office Tech, Special Education
Navarro, Evangeline, Financial Manager
Rodriguez, Rocio, Senior Office Technician, Credit Clerk

VHHS Reform Timeline

2008
Verdugo Hills High School initiates a movement to reform its educational model.
Leadership team begins series of fact-finding visits with schools employing a variety of innovative design models, including Granada Hills HS (Charter), Woodland Hills Academy (ESBMM), and several Pilot schools in the Roybal and Contreras complex.
Information gathered, reviewed, and debated among leadership team members, in department meetings, and with all school stakeholders.

2009
7/1/09 – Superintendent Cortines agrees to VHHS request for autonomy over staffing, governance, and calendar. (1)
8/10/09 - Verdugo Hills High School’s leadership team meets with Superintendent Ramon Cortines, board member Nury Martinez, and UTLA President A.J. Duffy. Both Cortines and Duffy offer support of our reform efforts. Cortines offers VHHS autonomy over the areas of budget and curriculum for the 2009-2010 school year. (2,3)
9/14/09 – Design Team visits Woodland Hills Academy
9/09-10/09 – Departments/Teams write action plan outlines. Departmental retreats. (4)
10/12/09 Curriculum and Assessment plan sent to Superintendent Cortines. (5)
11/5/09-School Options Survey – 55 of 83 teachers select “Our Own Plan” over Pilot, Charter, ESBMM, iDesign. (6)
11/9/09 -71 of 85 faculty members vote for “Our Own Plan” vs. Pilot. (7 – 13)
2010

1/27/10- Reform Plan submitted. (14)
3/19/10- Letter from Superintendent Ramon Cortines approving VHHS Plan with a list of suggestions. (15)
3/23/10- Autonomy groups meet to respond to Superintendent Cortines’s suggestions. (16)
4/14/10- Design Team meeting with Parker Hudnut and Monique Epps. (17)

2011

9/10 – 6/11-Autonomy committees meet to develop and establish criteria and standards for their autonomies or the 2011-2012 implementation of the plan. (18)
6/29/11-New Superintendent Dr. John Deasy meets with Verdugo Hills High School’s Design Team regarding new principal selection and nullifies VHHS Reform Plan. (19, 19A)

2012

3/19/12 Dr. Edward Trimis, newly appointed principal, announces LAUSD/UTLA Local Stabilization and Empowerment Initiative. He suggests that VHHS may enter planning in 2012-2013 with implementation in 2013-2014. (20)
8/21/12- PD meeting Local Autonomy Plans/Definitions/Next Steps – Timeline – Due date of 12/12/12. (21)
Dr. Trimis requests delay of autonomy PDs to focus on WASC report and visitation. Governance Council accedes to this request.
12/12/12– Deadline for ESBMM Proposal submission passes. (22)

2013

3/19/13– Staff Meeting – Re-introduce School Restructuring Plans/Options. (23, 24)
4/8–5/20/13– VHHS Design Team attends 4 LOOC Saturday workshops. (25 (25A)
6/4/13- UTLA Autonomy Presentation (26) (26A)
6/13/13– PD Local Autonomy Options Community meeting. (27) (27A)
6/13/13- Parent/Community Autonomy meeting (28) (28A)
8/14/13– Faculty receives Autonomy dates/deadlines. (29)
8/15, 8/22/13– Parent Autonomy meetings @ 7pm (31A) (31B)
8/20/13– Autonomy Planning PD (30)
8/22/13– Parent/Community Autonomy Meeting (30A)
8/23/13– Autonomy Choices Vote – 52/57 vote for ESBMM (31)
8/30/13– Letter of Intent sent to LOOC; LOOC confirms receipt of Letter of Intent. (32)
9/1/13–9/14/13– Design team meets, writes ESBMM Proposal
9/3/13- SBM/SSC meeting – ESBMM Update. (33)
9/11/13- Principal requests UTLA Chair assume full responsibility for meeting application deadlines. (34)
10/8/13– Classified ESBMM presentation (35)
10/8/13– Parent ESBMM presentation @ 2pm. (36)
10/15/13– PD – Faculty/Parent/Classified Review of ESBMM Proposal (37)
10/15/13–10/18/13- Faculty and parents submit suggestions for final draft of ESBMM Proposal
10/18/13- VHHS faculty votes; approves ESBMM Proposal for submission to LOOC
10/22/13– ESBMM Proposal Application submitted to LOOC
(See ATTACHMENTS for related evidentiary documents and voting results.)
PART TWO: ESBMM INSTRUCTIONAL PROGRAM
EXPANDED SCHOOL-BASED MANAGEMENT MODEL
VERDUGO HILLS HIGH SCHOOL

NOTE: All references to CST scores, Far Below Basic (FBB), Below Basic (BB), Basic (B), Advanced and Proficient categories indicate past and most recent data and policies in use until new Common Core State Standards (CCSS) testing is finalized by the California Department of Education and new data becomes available.

1. CURRICULUM AND INSTRUCTION
Day-to-day, the majority of student-teacher interaction is predicated on the content of class instruction, the various ways that content is presented, and the ways students are assessed. These are also the primary factors in students’ academic success. Curriculum, instruction and (by extension) assessment must address any number of local, state, and federal criteria and standards, yet still remain relevant to the needs of individual students and the expertise and energy of teachers. With full autonomy in these areas, VHHS will continue to refine already-proven approaches while developing innovative ways to address new and unforeseen challenges as we transition to the Common Core State Standards (CCSS) and new testing modalities.

General Principles
VHHS educators share the following philosophies about curriculum, instruction and assessment:

• Instruction should reflect the joy and value of learning for its own sake as a vital element of the human experience.

• All students can learn and become successful, responsible, contributing members of society.

• All students should have access to rigorous academic instruction that emphasizes critical thinking and problem-solving skills over rote learning of information.

• Instruction should meet or exceed the Common Core State Standards (CCSS) for each discipline, and should be predicated on accurate and timely data from a variety of sources.

• Instruction within 90-minute blocks should be varied to best meet the needs of the students and exploit the passion and knowledge of each instructor.

• Knowledge does not exist in a vacuum; it should be contextualized and, where possible, should be multi-disciplinary.

• Instruction must reflect the most vital concepts and skills of each discipline, while acknowledging the ways in which technology has changed the ways we acquire and decipher information.

• Instruction should present ideas that stimulate, challenge, and provoke responses in light of prevailing adolescent world views in order to have them consider and contemplate the world at large.

• Assessment of student learning is based on a variety of formative and summative approaches, including teacher-generated assessments, department and specialized program common assessments, standardized testing (CCSS, CAHSEE, CELDT, etc.) and project-based activities and exhibitions (see ASSESSMENT section).

Maximizing Student Learning
All VHHS educators are committed to maximizing student potential through the innovative uses of curriculum, instruction, and assessment. To further facilitate this, we will:

• Continue to create and refine common departmental assessments that measure student mastery of content while we await full implementation of CCSS assessments.

• Continue to review data from CAHSEE, CSTs and other tests to inform and refine instruction.
• Create a Curriculum and Instruction Committee that keeps records of various curricula and syllabi, makes recommendations to the Governance Council on the efficacy and feasibility of new Magnet or specialized program proposals, reviews and orders textbooks, reviews and disseminates data from critical tests, reviews class scheduling, and works to ensure that students are programmed into appropriate classes.

The Verdugo Student
High standards and expectations of all students will result in graduates who are well-rounded individuals, ready to face exciting, yet unwritten futures. With a focus in four major areas, the VHHS Expected Schoolwide Learning Results (ESLRs) articulate what our students can and will become (see ATTACHMENTS).

Graduation Requirements
VHHS is currently a comprehensive high school consisting of the main school, specialized programs (such as Humanitas), and two Magnets. Our curriculum in all departments is designed to meet the A-G requirements for all of our students. In May 2013 VHHS received a full six year Accreditation, and will be undergoing the midterm reevaluation in February 2015. Students take courses that fulfill high graduation requirements and meet University of California acceptance standards. With full autonomy, specialized programs, the Magnets, and departments will formulate up-to-date innovative and thematic strands and pathways by which students can fulfill their graduation requirements. These strands will be based on the needs and interests of students.

Community, Business, and Service Learning
VHHS is committed to expanding and seeking out new ways for students to connect learning to life beyond the classroom in order to make their learning more meaningful, and to stimulate and support individualized interests and professional/career goals. Magnets and specialized programs will expand their connections to better connect to their themes. In addition, VHHS will:

• Develop connections with local community members in both the public service areas and the local business community.

• Extend vertical educational connections by making partnerships with our local colleges and universities such as California State University at Northridge, Glendale Community College, and Pasadena Community College. VHHS has currently applied for a California Academic Partnership Program (CAPP) grant to facilitate partnerships with the Cal State University system and promote transition to the Common Core State Standards.

• Create internships and job-shadowing opportunities for students at such local institutions as JPL and Verdugo Hills Hospital, as well as local, small businesses.

• Expand community service opportunities with the public service sector, including elected public officials, local law enforcement agencies, and emergency/firefighting personnel.

• Create partnerships with Local Service Center feeder schools to help link the high school experience with elementary and middle schools. These partnerships will explore math tutoring, creating a list of core literature that builds on each year, familiarizing students with the VHHS essay writing terminology, and helping sequence electives such as art and physical education.

• Collaborate with the Parent Center to create an organization of regular parent volunteers to provide a local community connection at the classroom level. Parent volunteers can serve as experts in careers, culture, and academics.

Electives
Students can currently explore several elective opportunities at VHHS that allow them to pursue individual interests and fulfill graduation requirements. Ultimately, students will be able to pursue additional, more specialized electives that meet their needs and support the thematic connections of specialized program and the Magnets.
Diverse Learners
VHHS supports a community of collaborative and highly integrated classrooms designed to instruct and support students in Special Education (SE), Students with disabilities (SWD), and English Learners (ELs) with and without disabilities. Differentiation of instruction occurs each day, driven by current research, best practices, and the highest of standards for learning, behavioral, and transitional goals. Curriculum is designed to prepare our pupils for post-secondary school success in future educational and career pursuits. Furthermore, VHHS recognizes the value of developing a rich relationship with parents and community, as it strives to create an open, responsive, and accessible campus for families. This is accomplished by providing quality translators for parent conferences and daily communications and providing comprehensible IEPs that reflect parental input and acceptance.

A comprehensive system of pre-referral and evaluation will establish and distinguish between SE, SWD, ELs, ELs with disabilities. Pursuit of the Least Restrictive Environment is a priority, with recognition regarding the distinction within EL classes and Special Education classes. Assessments for placement and reviews will be comprehensive and collaborative with as much inclusion from parents and the students themselves as possible.

EL students are served by CELDT certified educators and SDAIE methods designed to provide access to English Learners in the California State Standards, and soon in the Common Core. Most importantly, all students are taught critical thinking skills and academic language that can be generalized across curriculum

Closing The Achievement Gap
With over 70% minority enrollment, VHHS is keenly aware that the data indicates an achievement gap between students of color and their White and Asian peers. VHHS places a premium on best practices as the superior way to improve student learning regardless of gender, culture, language, or ethnicity. VHHS recognizes the need to expand contact with the families of struggling students to coordinate efforts by the school to enhance student success. To further address the specific needs of our students of color who are performing at Below Basic or Far Below Basic levels, or do not maintain a grade of “C” or better in academic classes, we will:

• Expand use of data to identify the struggling students.
• Establish closer ties with struggling students’ families; provide support, education through expanded use of personnel and Parent Center volunteers.
• Provide a school-wide program to improve test taking skills and strategies.
• Coordinate and refine common pacing plans for core subjects.
• Enhance cross-curriculum coordination between departments.
• Provide access to prerequisite classes as well as review and credit recovery classes.
• Expand school-wide tutoring and peer-mentoring programs.
• Research and implement other models that have proven effective in this endeavor.

2. ASSESSMENT
VHHS is committed to accurate and timely assessment in conjunction with the best practices of curriculum and instruction in order to provide students with the most effective, supportive, and challenging courses of study. Students are, and will continue to be, assessed through the use of multiple formal (tests, rubrics, projects, etc.) and informal (day-to-day observations, interactions, questioning) measures.

General Principles
• Timely, accurate, and relevant student assessment is an integral part of the classroom experience.
• Timely, accurate, and relevant student assessment data provide information about the effectiveness of instruction and guides planning for success.
• A diversity of assessment instruments will address the range of learning styles and
modalities and the richness of cultures in our student population.

• Assessments are to be authentic and criteria-referenced, using scope and sequence curriculum that assess domain.

• Departmental and/or specialized program-created rubrics will be used to grade assessments.

• Students will be assessed by a combination of the following: portfolios, projects, teacher-generated assessments, standardized state tests (CCSS), departmental exams, and the CAHSEE.

Maximizing Student Learning

• Rubrics will be used to assess student progress across the curriculum. A universal writing rubric will be based on the VHHS Writing Program Rubric, but Magnets and specialized programs may customize it to fit the criteria of individualized themes.

• Each department will create common assessments and/or use LAUSD periodic assessments to test reading fluency, comprehension, critical thinking skills, and writing proficiency to prepare students for standardized exams, while checking for mastery of the state standards and preparing students for post-secondary education.

• In addition to teacher’s formative and summative assessments in individual classes, assessments will include: project based learning, portfolios, exhibitions, collaborative learning, and multimedia presentations.

• We will fully implement the current grade reporting system where C will be the minimum grade for academic credit in all academic disciplines.

• Using data from standardized tests and class grades, SST and Data Assessment Team (DAT) will meet with students who are far below basic (FFB) and below basic (BB) and recommend intervention pathways to help the students meet the standards.

• Back to School Night and Open House will be used to celebrate students’ success.

• VHHS will follow all state and federal mandates regarding special education regulations and ensure that all culturally diverse learners with and without disabilities will meet the standards.

Beyond Standardized Testing

• CCSS, CAHSEE, as well as other ISIS data will be used with academic progress to set up appropriate data-driven intervention for the following school year.

• Summative measures such as CCSS and CAHSEE data will be used as a guide for curriculum development and instruction.

• Departments will create assessments or use LAUSD assessments in each subject and/or level.

• Teachers within departments, Magnets and special programs will regularly meet to reflect on practice, analyze grade-level and school wide data, create assessments and discuss instructional issues.

• Additional formative assessments will include periodic assessments, student portfolios, open-ended situational analysis, and teacher observations.

Use of Data

• VHHS will expand the collection and utilization of data, including: CCSS results, report card grades, ISIS reclassification (grade level advancement), departmental assessments, CAHSEE, IEP information, attendance, SST summaries discipline reports, and ESL reclassifications.

• Based on the data, SE, SWD, and EL students will be identified who may require intervention to master required standards and meet graduations requirements.

• Once identified, SE, SWD, and EL students, particularly incoming 9th grade students, will be targeted for Algebra Readiness and/or Read 180.
• Appropriate services will be used to provide additional emotional or psychological counseling for students as needed.

**Graduation**

VHHS will continue to require that students successfully complete the A-G requirements for college admission established by the State and the successful completion of classes and standards set by each student’s specialized program or Magnet as the measures for graduation.

**3. PROFESSIONAL DEVELOPMENT (PD)**

**General Principles**

Regular, relevant, timely, and focused professional development time is vital to the school culture. Faculty and staff need time to continuously analyze data, curricular content, best practices, policies and procedures, etc., in order to ensure continual growth in student learning and achievement, and to promote communication, collaboration, and collegiality among the faculty and staff.

**Maximizing High Student Performance and a Professional Collaborative Learning Community**

• Professional development is derived from close analysis of data to determine student learning needs, as well as the incorporation of various district topics and issues that are timely to the school, (e.g. testing prep, safety, etc.).

• Staff development is tailored to meet the changing needs of our staff, e.g. more time for collaboration, sharing best practices and lessons, reviewing current research and journal articles, bringing in guest speakers to introduce strategies for success, meeting with parents and community representatives, etc.

• The Professional Development Committee will develop a year-long calendar of PD that includes LAUSD-mandated PD topics. The PD Committee will solicit input from faculty and other staff in establishing a calendar that is relevant, varied, and equitable. The Governance Council will have final approval of the PD calendar.

• The frequency and duration of regular PD will be made upon recommendation of the PD Committee, with final approval by the Governance Council.

• Budget permitting, departmental, Magnet, and specialized program retreat-style collaborations will be expanded to develop and refine common assessments, pacing plans, projects, etc.

**4. SCHOOL SCHEDULE and CALENDAR**

**General Principles**

VHHS will implement an academic calendar and bell schedules that support and maximize student success and enable staff to more efficiently and productively fulfill the school’s mission. Among other goals, implementation of the VHHS calendar will maximize use of instructional minutes, increase test scores, improve access and equity for English Learners (ELs) and Students With Disabilities (SWDs), strengthen ties to local community colleges, increase completion of A-G requirements, increase opportunities for Career Technical Education, and assist students in becoming more competitive in a global economy.

**Maximizing Student Learning**

• The School Calendar Committee will design a master calendar of events and bell schedules that maximizes student achievement and coincides with State testing in order to ensure student success; the committee will also establish the beginning and end of terms and due dates for various grading periods and progress reports. The Governance Council will have final approval of the School Calendar Committee recommendations.
The Copernican Schedule and Instructional Calendar

VHHS will continue to operate on the Copernican block schedule. The schedule consists of four terms totaling 180 school days. This allows completion of Terms A and B before the winter vacation and maximizes the amount of instructional days in Term C and D prior to administration of standardized tests, California High School Exit Exam (CAHSEE) and Advanced Placement (AP) Tests. While both the traditional academic calendar and the VHHS Calendar feature 180 days of instruction (90% of the instructional days in common), the VHHS Calendar optimizes the instructional days before “testing season” in May, with 81 days of instruction and review as opposed to 67 days on the traditional calendar.

Goals of the Instructional Calendar

Increased Test Scores

The VHHS Calendar ends Terms A and B before the winter vacation, maintaining momentum and allowing for continuous learning. Likewise, students in Terms C and D will complete the majority of the curriculum before taking tests in May.

Improve Access and Equity for English Learners and Students With Disabilities

The VHHS Calendar has the following advantages for ELs and SWDs:

- Students will have 19 additional instructional days to prepare to take the CELDT.
- More than 90% of core curriculum will be covered in Terms C and D before CCSS tests.
- Students who take English Term C and D will benefit from more instructional days before the CAHSEE allowing VHHS to meet its Adequate Yearly Progress (AYP)/ Annual Measurable Objective (AMO).

Strengthen Partnerships With Community Colleges to Promote College-Going Culture

Many students at VHHS are the first in their families to attend college. Currently, many students do not think they are capable of attending—let alone completing—a college education. Increased community college partnerships will give students the experience and confidence necessary to make the leap to full-time, post-secondary education.

In observance of AB 1409 and its goals, utilization of community college opportunities helps accomplish many goals. Access to community college classes increases rigor, increases college exposure, and has other direct benefits. Students taking college classes are more likely to earn high school diplomas, more likely to enroll in a four year institution, more likely to enroll full time, and more likely to achieve a better outcome in college. Following the LAUSD’s mission of ensuring that all students are college and career ready, VHHS has maintained a strong partnership with the Los Angeles Community College District (LACCD), including Valley College and Mission College.

The VHHS Calendar will align closely with local college and university quarters, enabling high school students to take college classes for credit concurrent with their VHHS classes. Students can attend late afternoon or evening classes at any time during the VHHS Calendar. The VHHS Calendar will accommodate the summer school schedule for session 1 of the LACCD System. Students will also be able to take online college courses during fall, winter, spring, and summer sessions.

Increased Completion of A-G Requirements

The VHHS Calendar, in conjunction with the Copernican schedule, opens up greater opportunities for students to enroll in A-G college preparatory and AP level courses, thus providing them the opportunity to meet and exceed CSU/UC A-G requirements.

Increased Opportunities to Complete Career Technical Education (CTE) Requirements

Assembly Bill (AB) 2448 is a comprehensive reform bill designed to strengthen the focus of Regional Occupational Center Programs (ROCPs) in supporting high school programs and sequenced CTE courses. AB 2448 requires that by June 30, 2011, 90% of all CTE courses must be “sequenced.” Sequencing is required where high school, ROCP, and/or the Community College offer courses in the same pathway. The sequence
may be created using high school courses, CTE courses, and/or community college courses. Compliance with this bill directly affects funding for high schools, ROCP’s, and community colleges.

5. STAFFING

General Principles
An institution is only as strong as the individuals who build and maintain it. VHHS has, and will continue to be staffed by people who share a passion for education in a dynamic and collaborative environment, and whose first priority is the success and well being of the students.

Staffing for A Culture of Optimal Learning
In order to create a culture of optimal learning through staffing, VHHS will:

• Explore ways to lower class sizes by hiring additional highly qualified teachers, budget permitting.
• Hire individuals who believe in our mission and vision including administrators, teachers, paraprofessionals, plant manager, office staff, cafeteria workers, etc.
• Hire individuals who understand and are dedicated to working with our English Learners (ELs) and special education students.
• Expand offerings of Advanced Placement and Honors classes with teachers qualified to teach them. Advanced Placement training will be available to more teachers.
• Hire additional vocational education teachers based on students’ needs and interests.
• Develop new norm charts for counselors, teachers (general and special education), administrators, custodial, and clerical staff.
• Provide due process to all staff and monitoring for corrective action.

Staffing Plan
VHHS will maintain our current staff that meets LAUSD criteria for CLAD, bilingual, and other credential requirements. In the event that we are able to hire additional staff, we will recruit personnel who would meet and support our class-size reduction and SE, SWD, and EL students’ needs.

Should circumstances necessitate a reduction in force, it will be by LAUSD seniority with the needs of the school taken into consideration. This includes all bargaining units per UTLA/LAUSD contract. Reductions in the number of special education assistants will be based upon work performance evaluations in conjunction with seniority according to LAUSD contract.

Evaluation
In order to monitor the efficacy of the staff and continue to meet our mission, VHHS staff will comply with the evaluation system that is negotiated, finalized, and ratified between UTLA and the LAUSD.

Recruitment and Selection of Staff
In order to identify, hire, and keep the most highly qualified professionals, VHHS will:

• Establish a Staffing Committee to be determined by the Governance Council with representatives from all stakeholder groups.
• Direct committee to control all hiring of staff/faculty, including right to not hire “must-place” teachers from LAUSD.
• The hiring of administrators will be conducted under the auspices of the Staffing Committee, with final approval of the Governance Council. In the case of the principal, selection will include the vote of the Superintendent or his/her designee with the appropriate hiring committee.
• Hire staff, faculty, and leadership through sub-committees of the Staffing Committee comprised of relevant parties directly involved in working with the position at hand.
• Require final candidates for teaching positions to teach a lesson for an actual class and
present a portfolio to the proper committee.

• Post positions through the LAUSD website, VHHS website, AALA newsletter, social media, university job placement offices, UTLA newspaper, flyers to other schools and by word of mouth.

6. BUDGET
General Principles
VHHS is committed to the implementation of a budget model that most efficiently supports student success and the maintenance of all relevant support systems. Given our limited resources, the budget process will be collaborative, transparent, and equitable.

Maximizing High Student Performance
In order to fulfill its mission to students and all stakeholders, VHHS will:

• Plan and spend finances more efficiently through complete transparency of Educational Service Center North finances and VHHS finances.
• Better meet school-specific needs through flexibility to negotiate discretionary LAUSD programs and services and to opt out of programs and services that do not meet our needs.
• Create and implement targeted programs designed to increase student performance in all academic areas (e.g., intervention programs, tutorial programs, testing support programs, credit recovery, visiting professionals, etc.).
• Provide students and faculty greater access to 21st century technology (e.g. equipment, software, training, online programs, etc.) to support student achievement and maximize opportunities for learning.
• Work towards class size reductions, particularly in high impact academic classes (e.g. 9th grade English, Algebra 1, etc.).

Development of Annual Budget
In order to develop and maintain its annual budget with maximum input, VHHS will:

• Establish and utilize a Budget Committee under the auspices of the Governance Council.
• Seek a qualified, objective community member serving in a voluntary capacity as Financial Adviser to assist the Budget Committee on practical budget issues (e.g., distributions, purchasing, cash flow, budget balancing, grant coordination, etc.), planning, objectives. Selection of this individual will be finalized by the Governance Council.
• Hold timely budget review meetings where all stakeholders (e.g., parents, students, teachers, community, special programs, etc.) will be invited to submit recommendations.
• Direct the Budget Committee to prepare the final budget based on stakeholder recommendations, negotiated LAUSD guidelines (guidelines to be negotiated each year), and State and federal requirements.
• Empower the Governance Council to approve the final budget in a timely manner.

7. SCHOOL GOVERNANCE AND OVERSIGHT
General Principles of Shared Leadership
Full Governance autonomy will create a culture of truly shared leadership and decision-making focused on high student performance.

Decision-Making Focus
Clear guidelines will be set as to the scope of the decision-making bodies to ensure minimal overlap in responsibilities and range of authority and allow flexibility in resolving specific cases. Open communication
will be established among all stakeholders using email, minutes, and articulation between groups. These communications will be committee-driven and regularly scheduled. Each committee will maintain a focus concerning the unique and specific needs of the community. Using annual surveys of local demographics, the Governance Council will evaluate and make recommendations for adapting to changes in the community. VHHS governing structures will:

- Support the development, creation, and implementation of policies that support student achievement and maintain a shared sense of ownership and responsibility among stakeholders.
- Support policies for the use of student data to design instruction that accommodates the needs of all students.
- Support development, creation, and implementation of a calendar and bell schedules that support student achievement (See SCHEDULE section).

 Goverance Structure

The Governance Council

The Governance Council will function in accordance with the provisions of Article XXVII, sections 2.0-2.4 of the LAUSD-UTLA Collective Bargaining Agreement. The Governance Council will function as the final decision-making body, and supercede any other ad hoc bodies or committees, in all areas of autonomy, including, but not limited to:

- Creating and supporting a common school vision.
- Developing school policies and acting as the final authority on budget, staffing, curriculum and assessment, professional development, student scheduling, instructional calendar, grade and progress report deadlines, master calendar and bell schedule decisions, master schedule, committees, school safety plans, student promotion, graduation, discipline, and attendance.
- Finalizing selection of new teachers and administrators (as recommended by the Staffing Committee). The hiring of administrators will be conducted under the auspices of the Staffing Committee, with final approval of the Governance Council. In the case of the principal, selection will include the a vote by the Superintendent or his/her designee along with the appropriate committee.
- Reviewing appeals from appropriate parties as needed

In addition, the Governance Council will be responsible for evaluating principals and administrators:

- The Principal and administrators will draft goals in collaboration with the Governance Council and hold conversations throughout the year to evaluate their progress.
- An annual survey approved by the Governance Council will be completed by the school community to provide additional feedback for the evaluation process. The feedback will be used to set new goals and set new leadership goals for administrators.

School Governance and Oversight: Decision-Making Bodies

Verdugo Hills High School will establish a single Governance Council, which will act as a combined School Site Council and Leadership Council. This Governance Council will function in accordance with (1) Article XXVII, sections 2.0-2.4, of the LAUSD-UTLA Collective Bargaining Agreement; (2) Article V, section C.4., of the LAUSD-UTLA Extended School-Based Management Model Agreement; and (3) LAUSD Bulletin 4148 (Advisory Committees and School Site Councils). The following exceptions and clarifications will apply (as allowed in Article V, section C.4 of the ESBMM Agreement):

The Governing Council will function as the final oversight and decision-making body, and supercede any other bodies or committees, in all decisions relating to any of the 6 areas of autonomy (Article V, Section B, of the ESBMM Agreement):

- Funding to the local school site based on the State ADA and categorical funding framework
- Control over financial resources
• Control over the hiring of administrative, certificated, and classified employees, with no must-place placements
• Control over curriculum
• Control over professional development
• Control over instructional calendar, extracurricular event calendar, and bell schedules

The Governance Council is currently a combined School Site Council (SSC) and School-Based Management Council (SBM) composed of 20 voting members, 50% VHHS faculty and staff, and 50% community members representing all stakeholder groups:

10 Verdugo Hills High School Teachers and Staff Representatives, including:
• 1 Principal or designee
• 1 full-time Classified staff (elected by Classified staff)
• 1 UTLA Chapter Chair
• 7 full-time certificated faculty members elected by all certificated faculty at Verdugo Hills High School

10 Student, Parent, and Community Representatives, including:
• 5 parents or guardians of current full-time students (elected by parents and guardians of current students)
• 1 President of Student Body or designee
• 3 current full-time students (elected by the student body)
• 1 community member from Sunland-Tujunga with no current ties to VHHS

With the establishment of ESBMM, the current Governance Council will explore option regarding its composition, staff/community ratio, and whether a separate SSC will prepare budget items under guidance from the Budget Committee.

All positions on the Governance Council are and will be self-nominated. Election to the Governance Council will be for a term of two years.

In addition to voting members of the council, there will be ad hoc representatives from the following committees, groups and interests: Budget Committee, Staffing Committee, Curriculum and Assessment Committee, Professional Development Committee, Calendar and Bell Schedule Committee, CEAC, Discipline, ELAC, Friends of Verdugo, Parent Leadership, Safety Team, SST, Student Data Analysis Team, Academic Departments, Athletics.

At the beginning of each school year, the Governance Council will establish and ratify by-laws. Amongst other concerns and procedures, these by-laws will define (1) the Governance Council’s decision making process, (2) the process for removing a representative from the Governance Council prior to the end of the two year period, (3) the procedure for electing a replacement representative for the remainder of the two year period, and (4) the procedures for evaluating principals and administrators. In areas not covered by by-laws, the Governance Council will follow Robert’s Rules of Order until appropriate by-laws can be established.

Committees
The Governance Council will form committees as needed, and will take recommendations from the following standing committees:

• The Staffing Committee - will determine the need for and hiring policies of all certificated, administrative, and classified staff as well as the evaluation process for administrators
• The Budget Committee - will submit recommendations regarding fiscal allocations and distribution including, but not limited to, PPF, Title 1, GATE, block grants, and any future funding that becomes available
• The Curriculum and Assessment Committee - will choose, develop, create, and implement relevant curriculum that ensures high standards of academic achievement in accordance with California State standards; will monitor class scheduling and assignments
• The Professional Development Committee – design and facilitate the implementation of relevant professional development in which the faculty will engage

• The School Calendar Committee - will design a master calendar of events and bell schedules that maximizes student achievement and coincides with State testing in order to ensure student success; the committee will also establish the beginning and end of terms and due dates for various grading periods and progress reports. The Governance Council will have final approval of the School Calendar Committee recommendations.

In addition to the voting members of the Council, there will be ad hoc representatives from the following committees: CEAC, Discipline, ELAC, Friends of Verdugo, Instruction/Leadership, Parent Leadership, Safety Team, SST, Student Data Analysis Team.

8. RATIONALE FOR SELECTING ESBMM
As previously indicated in our Areas of Strength, Verdugo has a long tradition of collaboration and collegiality among its faculty, administration, classified staff, and community members. ESBMM is the logical extension of work we began back in the 90s, when the Verdugo staff dealt gracefully and purposefully with the vagaries of a student population drawn in large part from outside our community boundaries. Our relative geographic isolation and willingness to innovate and experiment on behalf of our students generated a united, “can do” attitude among the entire staff, giving us a sense of confidence and common purpose. From roughly 1999 through 2010, VHHS engaged in a highly collaborative period of innovation and improvement that, among other things, resulted in greater student achievement and development of a reform plan designed to take us even further. We now have an opportunity to formally embrace a refined plan that gives us the autonomy we require to navigate our school through a variety of local, LAUSD, state, and federal agendas while keeping our core values in place. ESBMM also offers contractual safeguards that are important to a faculty that is mature, experienced, and has many collective years in LAUSD.

Our reform process has consistently been driven by a few essential questions: First, and foremost, “How will this benefit the students?” Also, “What kind of place do we want people to come to each day?” And finally, “How can we leave this better than we found it?” Times change, students change, and the pedagogical and political aspects of education remain as volatile as ever. However, one unassailable fact remains: students crave, and deserve to have, institutions that serve them in a variety of capacities. In addition to the instruction we deliver, the guidance we offer, and the opportunities we construct, the faculty, administration, staff, parents, and community have a responsibility to model the critical thinking and problem solving skills we wish for our students as they transition from childhood to young adulthood. We believe that ESBMM gives us the flexibility and process to lead by example, and legitimizes our work as educators by preserving the hard work we have done, while giving us the foundation we need for the hard work we have yet to do.

9. WAIVER REQUEST
VHHS has consistently requested 3 waivers in the areas of Copernican Block Schedule, School-Based Management (SBM), and the merging of the School-Site Council (SSC) and the School-Based Management Council (SBM) to work as a single, united Governance Council (see ATTACHMENTS). We are incorporating these waivers as permanent, ongoing components of our ESBMM structure. The new, ESBMM Governance Council reserves the right to re-visit these waivers periodically and make amendments or adjustments accordingly to better suit the outcomes of the proposal.
## IMPLEMENTATION PLAN 2014-2015

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>ACTION ITEM</th>
<th>TIMELINE RESPONSIBILITY</th>
<th>RESOURCES</th>
<th>EVIDENCE OF SUCCESS</th>
<th>EVALUATION PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction</strong></td>
<td>Set up committee; Create departmental approaches to curriculum reflecting Common Core; begin creating common assessments and rubrics</td>
<td>Curriculum and Instruction Committee Fall: introduce and explore departmental development of CCSS curriculum; Spring: Begin rollout of CCSS curricula</td>
<td>Focused professional development; CCSS guidelines and trainings; capacity building</td>
<td>PD agendas reflecting Common Core focus; prevalence of Common Core in departmental assessments</td>
<td>Evidence of Common Core principles and strategies evident in lesson planning, assessment reviewed by committee</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Form committee; Transition from CST to CCSS Create content area rubrics for common assessments</td>
<td>Assessment Committee Fall: collaborate with C &amp;I to develop rubrics; identify members of DAT Spring: index by April; Data ongoing</td>
<td>Timely accurate student assessment data; PD focus on Common Core transition</td>
<td>Rubrics available and in use Ongoing analysis of data including report card grades, EL reclassification, CAHSEE results, etc.</td>
<td>Observation/inquiry by committee Report on data</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Form committee; Determine faculty interests and needs for PD topics; focus on common core; Reassess PD meeting times/dates</td>
<td>PD Committee Fall: survey faculty about PD interests and needs Spring: implement PD schedule</td>
<td>Allocation of funds to weekly PD; Common Core resources such as printed matter, workshops, conferences, retreats</td>
<td>Year-end survey of faculty satisfaction with PD; observable prevalence of Common Core concepts and principles in the classroom</td>
<td>Committee will carefully construct, administer, and review year-end staff survey as well as teacher evaluation forms for each PD session</td>
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<tr>
<td><strong>School Calendar and Bell Schedules</strong></td>
<td>VHHS will continue the Copernican Block Schedule; Form committee to review Instructional and event calendars to maximize instructional minutes</td>
<td>School Calendar Committee and AP Fall: Establish Terms A&amp;B events calendar, grading periods, extracurricular scheduling policies Spring: Establish Terms C&amp;D events calendar, grading periods, extracurricular scheduling policies</td>
<td>Committee meetings, monthly calendar of events, deadlines, etc.</td>
<td>Year-end survey of faculty and student satisfaction; review student schedules and pass-rate data for period 4 classes to determine needs for low-performing students</td>
<td>Committee and AP will carefully construct, administer, and review year-end staff survey</td>
</tr>
</tbody>
</table>
### Staffing
- **Establish Staffing Committee** with all stakeholder groups represented; work with Budget Committee to focus on funding staff positions in order to reduce class size;
- **Staffing Committee**
  - **Fall:** organize committee, establish individual roles for committee members
  - **Spring:** obtain and evaluate budget information pertaining to staffing needs
- **Time to meet with department leadership; time to coordinate with Budget Committee; and time to review resumes and conduct interviews**
- **Continued success of the school in meeting mission and vision goals as well as academic indicators such as CAHSEE, graduation rate, etc.**
- **Committee will review hiring/staffing and evaluation procedures; conduct surveys with faculty and departments to assess hiring/staffing and evaluation procedures**

### Budget
- **Form and organize Budget Committee; organize stakeholder subcommittees; seek volunteer financial consultant; evaluate budget priorities**
- **Budget Committee Chair**
  - **Fall:** review previous year's budget in order to set goals and targets for current year
  - **Spring:** prepare next year's budget based on stakeholder recommendations
- **Local community and businesses; financial records; budgetary information from district**
- **Committee will undertake preparation and publication of Annual Budget Report to all stakeholders**

### Governance
- **Elect governance Council representatives from each stakeholder group; set up counsel bylaws and procedures; elect a chairperson and officers; establish working protocols with various autonomy commitments**
- **Governance Council Chair**
  - **Fall:** conduct selection processes for key roles on Council; establish bylaws and procedures; review Council composition re: SBM and SSC
  - **Spring:** create working relationships with all autonomy committees and stakeholder groups
- **Involved participants from each stakeholder group; access to financial records, budgetary information, district data**
- **Minutes of meetings; periodic review of decisions made and follow through; end of year report on major issues addressed and outcomes**

### Enrollment
- **Increase student enrollment by growing a grade of approximately 100 students per year through the Magnet program**
- **Governance Council, Magnet Coordinator, Head Counselor, Principal**
- **Magnet “Roadshow,” school visitations, press and social media, public performances**
- **Enrollment statistics**
- **Review recruitment diversity and demographics; plan for 100 add’l students in 2015-16 and 2016-17.**
LAUSD/UTLA Waiver Request

Please provide complete and detailed information for this waiver. (The electronic version will allow expanded responses in each textbox.)

School: Verdugo Hills High School
Local District:

ESCN

Date: 5-1-2013

A. Waiver Description:
Operate school on a Copernican Bell Schedule.

B. Current Procedures:
Briefly describe LAUSD District policy or LAUSD/UTLA CBA provision for which waiver is requested (attach supporting documentation):
Follow bell schedule on a Copernican Block.

C. Rationale:
1. What evidence supports the need to change your school's current practice? (Attach SPSA page or Update page if applicable)
School has been successful since the switch to the schedule in 1998 increasing 220 points in API (currently 748) and raising CHSEE and CST scores.
2. How will going beyond current Board policies or bargaining unit contract provisions allow your school to improve?
School will continue upward trend on standardized tests.

D. Accountability: Evidence must exist in order for the waiver to be considered for future approval.
1. What benchmarks will be used to measure the success of your waiver?
CST Scores, API, CAHSEE Pass Rates
2. If the waiver has been granted in the past, what is the evidence of success?
Improvement in all areas listed in #1.
Certification for Approval

The undersigned certify that formal approval of this waiver request was obtained in accordance with LAUSD/UTLA guidelines including:

1. Two-thirds agreement of certificated bargaining unit members by formal vote.

2. Formal approval of a majority of classified staff. An official meeting was held and a formal vote was conducted. The vote resulted in a least a 50% + 1 vote margin.

3. Formal approval of a majority of attending parents. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

4. Signature of the Principal.

Return completed form to your Instructional Area Superintendent by first Friday in May

EDUCATIONAL SERVICE CENTER ANALYSIS: [Provide reason(s) if denied.]

☐ Approved  ☐ Approved with Conditions  ☐ Denied

Instructional Area Superintendent

UTLA ANALYSIS: [Provide reason(s) if denied.]

☐ Approved  ☐ Approved with Conditions  ☐ Denied

UTLA Representative

Send a copy of signed Waiver Request to:
1. Intensive Support and Intervention, Beaudry Bldg., 25th floor
2. UTLA -Elementary or Secondary, VP
3. Requesting school
4. Educational Service Center Office
5. Intensive Support and Intervention, Beaudry Bldg., 25th floor
2013-14
All 9th graders, students with IEPs, and ESL students to be in 4 classes. Every student, regardless of grade or achievement level may enroll in 4 classes. Current bell schedule is in effect. School may explore alternate schedules to implement in 2014-15 that engage every student all day such as a true Copernican Block Schedule, 4X4, A/B Alternating Block, etc.

2014-15
All 9th and 10th graders, students with IEPs, and ESL students to be in 4 classes. Every student, regardless of grade or achievement may enroll in 4 classes. Some classes available 0 Period and Period 5.

- Struggling 11th through 12th graders to be in 4 classes. Definition of struggling to be Basic, Below Basic, or Far Below Basic in 1 or more content areas and/or not on track for on-time graduation (missing classes/receiving Ds or Fails in one or more classes).
- Per district guidelines, students may enroll in work experience if they meet the criteria (16 years old or 11th/12th grade) and minimum 180 minute day (2 periods) along with some exceptions for 2nd semester seniors. Some exceptions also for independent study students.
# LAUSD/UTLA Waiver Request

**School:** Verdugo Hills High School  
**Local District:**  
**ESCN**  
**Date:** 5-1-2013

## A. Waiver Description:
Operate school using School-based Management (SBM) Model. Note: School is submitting an autonomy model proposal for the next cycle.

## B. Current Procedures:
Briefly describe LAUSD District policy or LAUSD/UTLA CBA provision for which waiver is requested (attach supporting documentation):  
School has been operating on SBM.

## C. Rationale:
1. **What evidence supports the need to change your school’s current practice?** (Attach SPSA page or Update page if applicable)
   School has been successful as an SBM school increasing API (currently 748) and raising CAHSEE/CST scores while developing student supports and programs.

2. **How will going beyond current Board policies or bargaining unit contract provisions allow your school to improve?**
   School will continue upward trend on standardized tests and continue innovations.

## D. Accountability: Evidence must exist in order for the waiver to be considered for future approval.
1. **What benchmarks will be used to measure the success of your waiver?**
   CST Scores, API, CAHSEE Pass Rates, New Successful Programs

2. **If the waiver has been granted in the past, what is the evidence of success?**
   Improvement in all areas listed in #1.
Certification for Approval

(The stakeholders' signatures do not imply automatic District/UTLA Approval. Each waiver request is judged on its individual merits.)

The undersigned certify that formal approval of this waiver request was obtained in accordance with LAUSD/UTLA guidelines including:

1. Two-thirds agreement of certificated bargaining unit members by formal vote.

   Holly Campbell
   UTLA Chapter Chairperson's Signature
   5/11/13

2. Formal approval of a majority of classified staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

   [Signature]
   Classified Representative
   5/11/13

3. Formal approval of a majority of attending parents. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

   [Signature]
   Leadership Council Parent/Community Member's Signature
   5/11/13

4. Signature of the Principal.

   [Signature]
   Principal
   5/11/13

Return completed form to your Instructional Area Superintendent by first Friday in May

EDUCATIONAL SERVICE CENTER ANALYSIS: [Provide reason(s) if denied.]

☑ Approved  ☐ Approved with Conditions  ☐ Denied

   [Signature]
   Instructional Area Superintendent
   5/14/13
   June 30, 20[13]
   Waiver Expiration Date

Send a copy of signed Waiver Request to:
1. Intensive Support and Intervention, Beaudry Bldg., 25th floor
2. UTLA—Elementary or Secondary, VP

UTLA ANALYSIS: [Provide reason(s) if denied.]

☐ Approved  ☐ Approved with Conditions  ☐ Denied

   [Signature]
   UTLA Representative
   6/5/2013
   Date

Send a copy of signed Waiver Request to:
1. Requesting school
2. Educational Service Center Office
3. Intensive Support and Intervention, Beaudry Bldg., 25th floor

SBM
## Verduco Hills High School API

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<th>Base</th>
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</table>

- API has increased 228 points since the Copernican Block Schedule was approved for the first year in 1998 (See next page). 2012 was also the first year Verdugo was ranked 5 for both the statewide API ranking and the similar schools ranking.
- WASC Visiting Team found in their recent visit the calendar was one of the highlights of the school and supported by students, parents, teachers, and community.
- We are hand-counting each grade-level to check schedules. Our current 9th graders are enrolled in half and half 4-classes (209) and 3-classes (210). Our plan is to have every ninth grader enrolled in 4 classes in beginning 2013-14 and every ninth and tenth grader enrolled in 4 classes beginning 2014-15. The challenge is funding for teachers because we have very little categorical funds to purchase additional teachers.
<table>
<thead>
<tr>
<th>Time</th>
<th>School</th>
<th>Home</th>
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<th>Current Bell Schedule</th>
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LAUSD/UTLA Waiver Request

Please provide complete and detailed information for this waiver. (The electronic version will allow expanded responses in each text box.)

School: Verdugo Hills High School  ESCN:  Date:  5-1-2013

<table>
<thead>
<tr>
<th>A. Waiver Description:</th>
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<tbody>
<tr>
<td>Merge SBM and SSC Councils.</td>
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<table>
<thead>
<tr>
<th>B. Current Procedures:</th>
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<tbody>
<tr>
<td>Briefly describe LAUSD District policy or LAUSD/UTLA CBA provision for which waiver is requested (attach supporting documentation):</td>
</tr>
<tr>
<td>Councils were merged in 2012-13.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What evidence supports the need to change your school's current practice? (Attach SPSA page or Update page if applicable)</td>
</tr>
<tr>
<td>School has been successful in 2012-13 having successfully met with the council and reached consensus and developed plans to resolve on several issues.</td>
</tr>
<tr>
<td>2. How will going beyond current Board policies or bargaining unit contract provisions allow your school to improve?</td>
</tr>
<tr>
<td>School will continue upward trend on standardized tests while continuing to build systems and make decisions based on school and student need.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Accountability: Evidence must exist in order for the waiver to be considered for future approval.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What benchmarks will be used to measure the success of your waiver?</td>
</tr>
<tr>
<td>CST Scores, API, CAHSEE Pass Rates</td>
</tr>
<tr>
<td>2. If the waiver has been granted in the past, what is the evidence of success?</td>
</tr>
<tr>
<td>Improvement in all areas listed in #1.</td>
</tr>
</tbody>
</table>
Certification for Approval

(Stakeholders' signatures do not imply automatic District/UTLA Approval. Each waiver requested is judged on its individual merits.)

The undersigned certify that formal approval of this waiver request was obtained in accordance with LAUSD/UTLA guidelines including:

1. Two-thirds agreement of certificated bargaining unit members by formal vote.

   Holly Campbell  
   UTLA Chapter Chairman's Signature  
   5/11/13  

2. Formal approval of a majority of classified staff. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

   [Signature]  
   Classified Representative  
   5/11/13  

3. Formal approval of a majority of attending parents. An official meeting was held and a formal vote was conducted. The vote resulted in at least a 50% + 1 vote margin.

   [Signature]  
   Leadership Council Parent/Community Member's Signature  
   5/11/13  

4. Signature of the Principal.

   [Signature]  
   Principal  
   5/11/13  

Return completed form to your Instructional Area Superintendent by first Friday in May

EDUCATIONAL SERVICE CENTER ANALYSIS: [Provide reason(s) if denied.]

☐ Approved  ☐ Approved with Conditions  ☐ Denied

   [Signature]  
   Instructional Area Superintendent  
   5/11/13  

Send a copy of signed Waiver Request to: 1. Intensive Support and Intervention, Beaudry Bldg., 25th floor  
2. UTLA—Elementary or Secondary, VP

UTLA ANALYSIS: [Provide reason(s) if denied.]

☐ Approved  ☐ Approved with Conditions  ☐ Denied

   [Signature]  
   UTLA Representative  
   6/15/2013  

Send a copy of signed Waiver Request to: 1. Requesting school  
2. Educational Service Center Office  
3. Intensive Support and Intervention, Beaudry Bldg., 25th floor
VERDUGO HILLS HIGH SCHOOL
EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRS)
FOR ALL STUDENTS

Critical Thinkers:
• Who analyze, interpret and critique written and oral information.
• Who conduct research using documentation from appropriate sources.
• Who understand and evaluate contemporary issues.
• Who engage in debates using convincing argumentation and logical reasoning.
• Who express ideas artistically and creatively.
• Who are mathematically proficient.
• Who demonstrate mastery of State Content Standards by being able to write different types of essays; solve for variables in different mathematical equations, and can apply mathematics to real world problems as well as to different academic disciplines.

Effective Communicators:
• Who express complex ideas to diverse audiences using the conventions of Standard English, both orally and in written form.
• Who write logical, coherent essays that clearly follow a task, have logical structure, and include support for an opinion.
• Who uses simple aspects of logical argumentation such as inductive and deductive reasoning and counterexamples to show the validity of an assertion.

Collaborative, Socially Responsible Citizens:
• Who are accountable for personal actions.
• Who contribute time, energy and talent to improving campus and community life.
• Who demonstrate respect and tolerance for cultural, sexual, physical, and religious diversity.
• Who work effectively with others in various settings such as school, home, and the workplace.

Responsible, Self-directed Leaders and Members of Society:
• Who set realistic and attainable goals for post-secondary education and careers.
• Who comprehend their role as citizens by participating in various aspects of community life including volunteer work and upon turning eighteen participate in elections by voting.
• Who establish practice and support consistent habits of personal health, fitness, and nutrition.
• Who develop a life-long love of learning.
2013-2014 Autonomy Model Letter of Intent

This non-binding Letter of Intent (LOI) is used to express interest in choosing an Autonomy Model. Submitting an LOI for 2014-2015 does not obligate a school team to submit a proposal in response to the Request for Proposal (RFP).

It is highly recommended that the school team attend the four-part Autonomy Workshop series before submitting an LOI. The LOI helps the Local Options Oversight Committee (LOOC) communicate with design teams and plan follow-up supports. Email the LOI to LOOC@lausd.net after the team has completed the workshop series, but no later than 5:00 p.m. on September 1, 2013.

<table>
<thead>
<tr>
<th>Applicant Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Primary Contact</td>
</tr>
<tr>
<td>Current Work Location</td>
</tr>
<tr>
<td>Current Work Address</td>
</tr>
<tr>
<td>Phone Number</td>
</tr>
<tr>
<td>Email Address</td>
</tr>
</tbody>
</table>

**Existing Schools (please answer all questions)**

1. Current school site for which your team is submitting a Letter of Intent: **Verdugo Hills High School**

2. Grade configuration of your school:
   - [ ] K-5
   - [ ] K-6
   - [ ] K-8
   - [ ] 6-8
   - [ ] 6-12
   - [x] 9-12
   - [ ] Other ______

3. School Model for which you are applying:
   - [x] ESBMM
   - [ ] Pilot
   - [ ] LIS
   - [ ] Undecided

**If proposing a New Schools (please answer all questions)**

1. Are you requesting space to open a new school?  
   - [ ] Yes
   - [ ] No

2. If yes, list the school(s) interested in sharing their campus with you or the community you intend to serve.

3. How many students do intend to enroll the first operating year?

4. What is your projected enrollment by the third operating year?

5. Proposed grade configuration of your school:
   - [ ] K-5
   - [ ] K-6
   - [ ] K-8
   - [ ] 6-8
   - [ ] 6-12
   - [ ] 9-12
   - [ ] Other ______

6. Proposed School Model for which you are applying:
   - [ ] ESBMM
   - [ ] Pilot
   - [ ] LIS
   - [ ] Undecided

Should you have any questions, please contact a LOOC Member at (213) 241-5104 or at LOOC@lausd.net.
List the name and contact information of your design team members below:

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Signature</th>
<th>Phone</th>
<th>Email Address</th>
<th>School/Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Campbell</td>
<td></td>
<td>626-221-5607</td>
<td><a href="mailto:hollyhawk4@gmail.com">hollyhawk4@gmail.com</a> <a href="mailto:hcampbel@lausd.net">hcampbel@lausd.net</a></td>
<td>UTLA Representative</td>
</tr>
<tr>
<td>Susan Turner-McMullen</td>
<td></td>
<td>310-283-3511</td>
<td><a href="mailto:smt92061@lausd.net">smt92061@lausd.net</a>; <a href="mailto:snmyturner@sbcglobal.net">snmyturner@sbcglobal.net</a></td>
<td>VHHS/UTLA</td>
</tr>
<tr>
<td>Melody Archer</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:mla5927@lausd.net">mla5927@lausd.net</a></td>
<td>VHHS, Spec Ed Aide</td>
</tr>
<tr>
<td>Cordell Bowman</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:cfb93182@lausd.net">cfb93182@lausd.net</a></td>
<td>VHHS, SCIENCE</td>
</tr>
<tr>
<td>Mary Gerdwagen</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:mgerdwag@lausd.net">mgerdwag@lausd.net</a></td>
<td>VHHS, Classified</td>
</tr>
<tr>
<td>John Hallowtiz</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:jhallowi@lausd.net">jhallowi@lausd.net</a></td>
<td>VHHS, ENGLISH</td>
</tr>
<tr>
<td>Daniel Kam</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:daniel.kam@lausd.net">daniel.kam@lausd.net</a></td>
<td>VHHS, Special Ed</td>
</tr>
<tr>
<td>Elva Lewis</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:elg9802@lausd.net">elg9802@lausd.net</a></td>
<td>VHHS, MATH</td>
</tr>
<tr>
<td>Paul McGlothlin</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:paulm@lausd.net">paulm@lausd.net</a></td>
<td>VHHS, MAGNET</td>
</tr>
<tr>
<td>Jere Mendelsohn</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:jsm3454@lausd.net">jsm3454@lausd.net</a></td>
<td>VHHS, ENGLISH</td>
</tr>
<tr>
<td>Will Reinhart</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:vreinh1@lausd.net">vreinh1@lausd.net</a></td>
<td>VHHS, S. STUDIES</td>
</tr>
<tr>
<td>Marcel VanBaal</td>
<td></td>
<td>818-951-5400</td>
<td><a href="mailto:mvanbaal@lausd.net">mvanbaal@lausd.net</a></td>
<td>VHHS, ELECTIVES</td>
</tr>
</tbody>
</table>

2013-2014 Autonomous School Model Request for Proposal
July 1, 2009

Mrs. Diane Klewitz, Principal
Verdugo Hills HS
Local District 2

Dear Mrs. Klewitz,

Thank you for your letter dated May 12, 2009. Since it has been difficult for us to find a time where all of us can meet, I will take this opportunity to respond to some of the items you noted in your letter.

First of all, I fully support the work that you and your team have been doing and I want to provide you with the opportunities to continue your school’s track record of success.

- **Staffing:**
  - I agree that Verdugo should have the ability to create its own staffing patterns as long as it does not violate Education Code or collective bargaining agreements. If any proposed staffing changes have an impact on collective bargaining agreements, I encourage UTLA to work with the team at Verdugo to provide the flexibility necessary to meet the needs of the students at Verdugo.
  - I agree that a school community should have the autonomy to hire and excess their staff in order to create a unified school community; however, we will need to work with Mr. Duffy and UTLA to create a new collective bargaining agreement that provides you with the appropriate flexibilities.

- **Budgeting:**
  - I will have the budget team compare your current budget allocation process to the pilot high schools to identify any differences. Given the difficult financial times we may not be able to adjust your budget for 2009-10, but for 2010-11 your budget model will be the same as the pilot schools.
  - We will provide you with the same discretionary amounts as the other pilot high schools.
  - We will work to provide you with the appropriate flexibilities in purchasing items and services. Please share with me a list of items you feel that you cannot purchase currently.
  - Currently, you can carry over 25% of your budget into the next year. Please provide me with a detailed plan on why you would need to carry over anything above this amount.

- **Curriculum and Assessment:**
  - I am open to granting more flexibility with curriculum and assessments, but I would like to see how Verdugo’s recommendation of curriculum, assessments, and graduation requirements will differ from the current requirements, before I agree to any changes.

- **Governance and Policies:**
  - I encourage increasing School Site Council governing responsibilities, but we will need to work with AALA on the selection and hiring of principals.
Mrs. Klewitz  
Page 2  
July 1, 2009

- Going forward, we will establish a simple process to review the policies that you would like to reject, so that we can ensure that we will not be putting the safety of our students at risk and or violating any law by rejecting those policies.
- I would like to see the process that you will use to review and respond to parent and community input.

- **School Calendar:**
  - We will need to work with you to review any proposed changes to the school calendar and day to ensure that we are not violating any laws or collective bargaining agreements. In addition, we will need to determine any operational impacts the proposed calendar changes may have on our organization (e.g. payroll, maintenance, etc.)

- **Accountability:** I want to be clear, that you and your team will be accountable for the results of the school in exchange for these autonomies. If the progress of the school does not surpass schools with similar demographics, the Local District Superintendent will have the authority to intervene when appropriate.

I acknowledge that written correspondence is not the best way to address the details of this agreement. At your convenience, please let Raquel Deleon know when you are available to meet with me to discuss further.

I agree that if we continue to work together, we can develop a model of education that will be the pride of the District. I believe that if we continue to sit down, we can find an alternative to having you convert your school to a charter. I look forward to our continued conversations.

Sincerely,

Ramon C. Cortines
VERDUGO HILLS HIGH SCHOOL

To: Gene, Lisa, Kelly, John
Date: 9/9/09

From: Diane Klewitz
Principal

At Lisa's request, I have set up an app. at the Woodland Hills Academy for Free Sept. 14th at 8 A.M.

This is the ESBMM (really I DESIGN) school that VTA recommended.

Let me know if you're available. I'll go too.

Diane
From: Lisa Karahalios  
To: Verdugo Hills Faculty  
Re: Pilot School Status  

September 10, 2009

Dear Faculty:

On September 15th, a group from Verdugo is going to visit Woodland Hills Academy. They have organized themselves under what is known as the ESBM-Expanded School Based Management- model. UTLA, including President Duffy and Secondary Vice President, Gregg Solkovitz, are recommending that we take a look at their model to see if any elements would be useful to Verdugo's attempt to get more autonomy.

While Duffy and UTLA generally support the Pilot model, they, and I, want to make sure Verdugo gets the most autonomy it can get from the district and has a program that empowers teachers, and students and allows our school site administrators to be collaborative partners.

We have been told by the district that we can design the Pilot school with our imprimatur. Let's make sure the captain flying the plane is Sully Sullenberger and not Wrong Way Corrigan!

I feel that this is too important an opportunity to let go, and while I understand the urge to go forward quickly so we don't lose it, I want to make sure we have input from all members of the faculty in how our new school is designed.

If you have any questions or suggestions, please see me in room 207, or drop me a note.

In Support,

Lisa Karahalios  
UTLA Valley East Board of Directors
October 8, 2009

Dear Faculty,

We have many tasks and decisions to make in the near future, and need to get moving on them now.

In the order of deadlines,

- Departments and teams are busy writing their action plan outlines for the Curriculum and Assessment autonomy that is due now to Mr. Cortines.

- Before Christmas break, we need to write our school-based reform proposal, which is due January 8.

- Our PI Action Plan has to be turned in before we can access our Title I money.

- We need to write our 3-Year Accreditation Report before February.

- We need to vote on our School Reform Model Contract by February.

So where do we begin?
I feel that this is the time for all of you to study the Pilot and Expanded School-based models, and to generate questions and concerns about any issue pertaining to the five autonomies, and to offer any advice or suggestions thereof.
I will share each of your concerns/suggestions with the entire faculty, and will do my best to provide answers/responses that are factual and unbiased.

I will share all issues online and on hard copy.

Please write your concerns/questions to me in the next week, by Friday, October 16. After that date, I will bring in the UTLA School Change Deployment Team to help us set up our VHHS Reform Plan.

In Earnest,

Holly Campbell, UTLA Chair
Mr. Ramon C. Cortines
Superintendent of Schools
Office of the Superintendent
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

October 12, 2009

Dear Mr. Cortines,

Since we began our dialogue earlier this year about Verdugo Hills High School becoming a Pilot School (or more accurately, a “Pilot-like School”), our administrators, faculty, and staff have worked diligently and effectively to prepare us for this transition. By the time you receive this letter, all of our major departments will have completed day-long retreats and other intensive meetings to initiate plans for aligning their curricula, creating pacing plans, addressing more effective and school-specific assessments, and refining our guiding vision for the future of our school. This letter is intended to communicate/prove our readiness for a successful transition to a Pilot-modeled school.

After our meetings this summer, you recognized our successes by granting us one of the five core autonomies of the Pilot School program, Curriculum (including Assessment). At the same time, you asked us to submit an action plan regarding this autonomy. We decided to concentrate on our five core departments, each of which has articulated its strategies and goals for the successful incorporation of its Curriculum and Assessment autonomies. The discussion concerning our autonomy over Calendar, Budget, Staffing, and Governance is the primary subject of this year’s professional development, and we are already making substantial progress toward a unified school plan.

Below you will find a condensed summary of each department’s instructional plans and goals. They represent our vision of targeted instructional goals, tailored to the needs of each department. Please let us know if you need any further documentation. In the meantime, thank you for your continued support as we work together to improve our school.

Sincerely,

Diane Klewitz
Principal, Verdugo Hills High School

Holly Campbell
UTLA Chapter Chair
## Instructional Plans by Department

### English

<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Departmental Goals</th>
<th>Common Instructional Programs</th>
<th>Common Assessments and Activities</th>
<th>Targeted Standards</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target and develop programs for FBB and BB students</td>
<td>5% growth in FBB and BB scores per year</td>
<td>Jane Schaffer Writing Program</td>
<td>Common writing prompts and rubrics</td>
<td>Grades 9/10: R1.0, 1.2, 2.0, 3.0, 3.11-12, W1.0</td>
<td>1-on-1 tutoring</td>
</tr>
<tr>
<td>Develop pre- and post-assessments for reading level intervention</td>
<td>5% increase in CAHSEE pass rate</td>
<td>VHHS ELA Handbook</td>
<td>Departmental essay grading sessions</td>
<td>READ 180 reading intervention</td>
<td>Saturday CAHSEE prep classes</td>
</tr>
<tr>
<td>Review coursework for academic rigor</td>
<td>Common menu of core literature and pacing plan</td>
<td>Common constructive learning projects by grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10th-grade CAHSEE focus and prep</td>
<td></td>
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</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Departmental Goals</th>
<th>Common Instructional Programs</th>
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<th>Targeted Standards</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment exam for accurate subject class placement</td>
<td>Plan a 3% increase in the number of 9th-graders that pass Algebra</td>
<td>Common aligned pacing plan aligned with the standards</td>
<td>Common ruberic for grading exams</td>
<td>Solving equations</td>
<td>Teacher-volunteer math tutoring program</td>
</tr>
<tr>
<td>Reviewed curriculum for academic rigor</td>
<td>Having ALL teachers adhere to the pacing plan</td>
<td>Utilization of standard-based textbooks</td>
<td>Common grading scale with weighted values</td>
<td>Writing equations of a line</td>
<td>Math lab course for struggling students</td>
</tr>
<tr>
<td>Student accelerated math program</td>
<td>Increasing the student CST scores in the all categories by 3%</td>
<td>Teacher forum for instructional strategies</td>
<td>Common course assessment exams</td>
<td>Graphing</td>
<td>Algebra-readiness course</td>
</tr>
<tr>
<td>Establishment of Algebra readiness course and AP Calculus</td>
<td></td>
<td></td>
<td></td>
<td>Pythagorean Theorem</td>
<td>CAHSEE Boot Camp and Saturday school</td>
</tr>
</tbody>
</table>
### Science

<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Departmental Goals</th>
<th>Common Instructional Programs</th>
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<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop units based on the CST clusters for each discipline</td>
<td>Department self study on our previous year’s CST data</td>
<td>Agile Mind Quizdom</td>
<td>Department-created assessments and pacing plan</td>
<td>Each discipline will target all California standards for their subject, with special emphasis on the I.E. standards across all disciplines</td>
<td>Tutoring in all subjects</td>
</tr>
<tr>
<td>Curriculum development based on CST data</td>
<td>Promote growth to transition FBB and BB students to basic and proficient status</td>
<td>Inquiry-based labs and lessons in all subjects</td>
<td>Common labs for each discipline</td>
<td></td>
<td>Departmental Quick reviews focusing on the I.E. standard-based release questions</td>
</tr>
<tr>
<td>Inquiry-based curriculum using 5E model</td>
<td></td>
<td></td>
<td>Inquiry-based lessons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies

<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Departmental Goals</th>
<th>Common Instructional Programs</th>
<th>Common Assessments and Activities</th>
<th>Targeted Standards</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted programs for FBB and BB students</td>
<td>Increase FBB and BB scores 5% per year</td>
<td>Jane Schaffer Writing Program</td>
<td>Tailored, standards-based assessments</td>
<td>Establish committee to determine “power” standards</td>
<td>Tutoring</td>
</tr>
<tr>
<td>Disaggregate test data for focused instruction areas</td>
<td>Improve test-taking skills</td>
<td>Grade 10/11 multimedia project</td>
<td>Department-generated pre- and post-assessments and rubrics for all major units</td>
<td>Coordinate instruction to target “power” standards</td>
<td>Targeted, student-specific SLC meetings</td>
</tr>
<tr>
<td>Review coursework for academic rigor</td>
<td>Align curriculum and instruction with assessment data</td>
<td>Grade 12 Civics project</td>
<td>Standardized test review committee</td>
<td></td>
<td>4th period Study Hall</td>
</tr>
<tr>
<td>Further integrate technology into curriculum</td>
<td></td>
<td>Department-wide pacing plan</td>
<td></td>
<td></td>
<td>Peer Assistance Program</td>
</tr>
</tbody>
</table>
Foreign Language

<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Departmental Goals</th>
<th>Common Instructional Programs</th>
<th>Common Assessments and Activities</th>
<th>Targeted Standards</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to develop a level-by-level ability guided curriculum for all languages taught</td>
<td>Increase number of students continuing on to Level 4 in French/Italian by 5%</td>
<td>Several department-wide instructional programs are under review</td>
<td>Common pacing and benchmarks</td>
<td>National Standards on the Teaching of Foreign Language: Communication Culture Connections Comparisons Community</td>
<td>Tutoring Study Hall available Computer-generated practice (home and school)</td>
</tr>
<tr>
<td>Create common assessments</td>
<td>Develop and modify AP course prep. lessons</td>
<td>Common writing rubrics</td>
<td>Restaurant project</td>
<td>Thinking Maps</td>
<td></td>
</tr>
</tbody>
</table>
VERDUGO HILLS HIGH SCHOOL
SCHOOL REFORM OPTIONS SURVEY

Choose one only:

1. Affiliated Charter
5. Expanded School-based Management (ESBM)
0. iDesign/Partnership Schools
16. Pilot-like School Model
55. Our Own Plan
6. Do nothing/Stay as we are

(Invalid)
Choose one only:

___ Affiliated Charter

___ Expanded School-based Management (ESBM)

___ iDesign/Partnership Schools

___ Pilot-like School Model

___ Our Own Plan

___ Do nothing/Stay as we are
Dear Faculty,

We will be voting on which School Reform model is best for Verdugo Hills High School on Monday, November 9.

As I had earlier told you that the ballot would list the Reform models with the highest number of votes on our survey, that means that this vote will be between:

The Pilot-like School Model vs. Our Own Plan

It is important that we determine our Reform model at once, because we have one week to write the Letter of Intent, which is due Monday, November 16. (Cortines moved the due-date ahead one day, as it had been due on a Sunday).

Immediately after selecting our School Reform model, we need to get started on writing the Letter of Intent. We need people to help us collect the data and write the 2-4 page document.

Please let me know if you are willing to help us write the Letter of Intent. I will then let you know when and where we'll meet to work on it.

These are the best of times and the worst of times, but I know that the future is going to be great.

Optimistically,

Holly Campbell
UTLA Chapter Chair
Choose one only:

_____ Our Own Plan

_____ Pilot-like School Model
VERDUGO HILLS HIGH SCHOOL

TO: Various Teachers

FROM: Diane Klewitz, Principal

DATE: November 9, 2009

SUBJECT: LETTER OF INTENT COMMITTEE

Thank you all for volunteering to help write the Letter of Intent. I will ask that you report to the conference room at the beginning of your conference period, Tuesday, November 10th.

Thanks.

K. Buchanan
C. Bowman
H. Campbell
L. Kempmeyer-Jaeggi
J. Lawler
D. Riemer
F. Saavedra

T. Driscoll
R. Wilson
A. Conant
L. Karahalios
J. Mendelsohn
E. Silva

you 3 all day.
Letter of Intent

This Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal for the 2010-2011 school year. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 15, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via superintendent@lausd.net

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<th>Organization Information</th>
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<td>Name of applicant (for profit entities may not apply)</td>
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<td>Address</td>
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<td>Website (if applicable)</td>
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<td>Main contact name and phone number</td>
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<th>Basic Proposed School Information and Description</th>
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<td>Proposed neighborhood school/site name (must agree to serve all students in that community)</td>
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<td>Brief description of community engagement activities planned or completed</td>
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gathered was then reviewed and debated among the leadership team, in department meetings, and finally with the rest of the school stakeholders.

In 2009, our school leadership team held several meetings with Superintendent Ramon Cortines, board member Nury Martinez, and UTLA president A.J. Duffy. In these meetings, Mr. Cortines emphatically offered his support of our reform efforts, and subsequently offered us autonomy over the areas of budget and curriculum for the 2009-2010 school year. He also agreed, in a letter dated July 1, 2009, to our request for autonomy over staffing, governance, and calendar. Based on these discussions, we informed our staff about these reform options, and sent all of our departments on retreats to develop an implementation and instruction plan.

Simultaneously, parents and students were involved in our discussions in School Site Council meetings, monthly “Coffee with the Principal” meetings, Parent Center communications, letters regarding our reform options, and information published on the school website. Additionally, we are planning a community “Info Fair” to address further questions and distribute an updated version of our DVD series “Taking Verdugo Home”. Community stakeholders will also have access to the videos on our website and an online student and parent forum, providing them direct access to the reform process.

Verdugo Hills is serious about implementing real school change. We have been exhaustive in our research, and transparent in our process. Ultimately, our staff cast a strongly affirmative vote in support of pursuing reforms that incorporate elements of each of the models, suiting our unique school community.
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<th>Brief description of proposed vision, mission, education plan, and partnerships</th>
<th>Proposed Vision</th>
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<tr>
<td>Verdugo Hills will serve the Foothills area as an innovative learning community with the flexibility of a small school and the rich offerings of programs of a comprehensive high school. We will maintain autonomy over the areas of staffing, budgeting, curriculum and assessment, governance, and calendar, thus supporting our Small Learning Communities, while maintaining our whole-school identity.</td>
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**Mission Statement**

"The mission of VHHS is to provide students access to the tools necessary to be active, inquisitive, and successful participants in a changing world."

**Background:** Verdugo Hills High School has been active in the reform movement in LAUSD since the inception of School-Based Management in 1990, and our adoption of the Copernican block schedule in 1997. We’ve shown steady improvements in student achievement and overall school culture, serving the highly diverse Foothills community.

**Significant data:** Verdugo has made consistent gains over the last several years, but with our proposal, we see the possibility of significant improvement. In 2009, we scored an impressive 35-point gain in our API, reaching 704. We met our AYPs in all areas except Percent Proficient, with EL, Hispanic, and African American populations falling short. We currently lag behind the District’s EL reclassification rate. Presently, we only rank in the 30th percentile in the statewide API ranking and in the 20th percentile in the similar schools ranking. For the CAHSEE, our 10th-grade pass rate in 2009 was 77%, a number that has
plateaued over the last several years. In 2009, our math pass rate was 80%, up from 71% in 2008.

Education Plan

Instructional methods: Verdugo employs a rigorous, standards-based program that incorporates schoolwide instructional strategies (i.e., Jane Schaffer Writing program, cross-curricular team teaching, etc.). These methods depend upon teacher collaboration and focused professional development, facilitated by common conference periods.

Curriculum and Assessment: Each of our departments has either implemented or is developing pacing plans, common assessments and scoring rubrics, and focus standards. Departments work in small groups to analyze standardized test data, target areas of weakness, and design effective instruction.

Goals: While our first-time pass rate of the CAHSEE is an impressive 80% for the state benchmark score of 350, only 40% pass the federal benchmark of 380. Our immediate goal is to raise our pass rate of the federal benchmark to 80% in all subgroups. Additionally, we intend to achieve a 6% annual increase in the number of students scoring at “Proficient” or higher on the CST. Finally, we will make a concerted effort to increase the levels of parent and community involvement by effectively employing our communications technology.

Proven strategies: Verdugo has implemented a move to four themed SLCs, with a strong emphasis on teacher collaboration and a more personalized experience for students. The SLC model has a proven record of success, and the aforementioned autonomies will allow us to more fully support our achievement goals.
In 1997, we adopted a unique Copernican block schedule, modeled on a college quarter system. The schedule provides a low-stress environment for students, having to carry only three subjects per term, while teachers get a 90-minute planning period every day. This format has led to impressive academic gains, the highest attendance rate in our district, and a calm and friendly school culture, represented by our district’s lowest suspension and expulsion rates and a “No Opportunity Transfer” policy for students.
VERDUGO HILLS HIGH SCHOOL

TO: Various Teachers
FROM: Diane Klewitz, Principal
DATE: November 16, 2009

SUBJECT: SCHOOL REFORM MEETING

On Thursday, November 19, 2009, Rachel Bonkovsky, will be meeting with us to discuss our Reform Plan. We will be meeting in the library at 8:00 a.m. The meeting will last 1 hr. and your classes will be covered for this hour. I am inviting Dept. Chairs, and SLC Leads, and Coordinators because these are the people who originally met with Mr. Cortines. I am sorry, but I cannot arrange for more coverages period 1. Anyone with a period 1 conference, who is not covering, and wishes to attend is welcome. Please be prompt.

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<tr>
<th>H. Ornelas</th>
<th>E. Silva</th>
<th>R. Akman</th>
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<td>C. Rescigno</td>
<td>D. Camacho</td>
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<td>D. Riemer</td>
<td>D. DeBoer</td>
<td>M. Navarro</td>
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Dear Ms. Klewitz,

It was a pleasure to meet with you and your leadership team this morning. I believe the meeting was productive and I am eager to read what you and your team propose as of January 15th. I would like to briefly outline the key points of our conversation, and I encourage you to respond with any changes or additions to these notes.

Verdugo Hills H.S. will move forward in crafting a plan with all stakeholders of the school community involved. The plan will detail the following: what autonomies Verdugo is seeking; what will "look different" at Verdugo with the autonomies and what goals Verdugo is working towards using the autonomies to leverage change. In addition we talked about a very specific document outlining requests relating to the autonomies that Verdugo is seeking (the full per pupil budget model, ability to move contracts more quickly etc). Finally, we also discussed the need for an implementation plan that rolls out year by year with clear goals articulated for each year over the next 5 years.

We discussed the request of several teachers at Verdugo to potentially take an SLC Pilot at this time. Due to the timeline involved in a conversion process, the current progress of a new MOU between UTLA and LAUSD, and complexities of the SLC membership we thought it made more sense to wait until next year for any SLC to pursue a Pilot conversion.

We discussed the reality that the process that Verdugo is undertaking is an exciting one and also one requiring a great deal of work and commitment on the part of the staff. By remaining part of LAUSD and becoming part of the internal change process, Verdugo can help improve it's own instruction and outcomes while also helping the district to streamline its support processes. We discussed at some length different ways in which Verdugo might ask the district to change practice to better support their vision of educational change, and both the opportunities and challenges that come with pushing for systemic change.

I believe these were the main points we covered in our time together. I look forward to hearing from you and your team and I hope that we can continue to provide you with support as you need it.

Best,
Rachel

Rachel Bonkovsky
Program and Policy Development Advisor – School Improvement
Office of the Superintendent
213-241-7549

VERDUGO HILLS HIGH SCHOOL

TO: Various

FROM: Diane Klewitz, Principal

DATE: November 20, 2009

SUBJECT: FOLLOW UP ON THURSDAY MEETING

First of all, thank you all for attending the School Reform meeting yesterday in our library with Rachel Bonkowsky. I believe it was a productive meeting, and that she did a good job of answering our questions.

As a follow up, Mr. Cortines called me today, to ask if we are getting all the help we need with our Reform Plan, and if there was anything else he or his staff could do to help us move it along. I filled him in on our progress, and let him know that we have set a January 15, 2010 deadline for ourselves for our written proposal.

H. Ornelas
C. Rescigno
J. Hayes
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F. Saavedra
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M. Gerdwagen
D. Riemer

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J. Lawler
T. Driscoll
M. Navarro
Climbing The Highest Peak: A Comprehensive Reform Proposal for Verdugo Hills HS
Submitted by the Faculty and Staff Verdugo Hills Senior High School Tujunga, CA

Los Angeles Unified School District
Local District 2
Verdugo Hills High School
10625 Plainview Ave.
Tujunga, CA 91042
818-951-5400

1-27-10
Climbing The Highest Peak: A Comprehensive Reform Proposal for Verdugo Hills Senior High School

PREFACE

Verdugo Hills High School has the distinction of having not been named after an individual of particular note, but rather for the surrounding mountains that are visible from every corner of the school. This stunning vista, comprised of numerous peaks and their connecting valleys, serves as an apt metaphor for several aspects of the Verdugo’s mission. First, is the belief that each individual can—with the right support and encouragement—ascend new heights. Also, regardless of how high one has climbed, there is always another, more challenging peak beckoning from just across the canyon. Finally, there are interesting spaces between the peaks consisting of small valleys, plateaus, and open sky. These features combine with the mountains to create a landscape that mirrors the peaks and valleys, the ebb and flow of experiences in the lives of both people and institutions.

Verdugo has slowly and steadily climbed several peaks in the last decade. Inquisitive, restless, and feisty by nature, the Verdugo staff has sought out innovative ideas and implemented changes with one, unified goal: to encourage and maximize the potential of each student in order to open his or her eyes to the unseen vistas that lay beyond the ones surrounding the school. Our Copernican block schedule, smaller learning communities, technology grants, community partnerships, Magnet school, extra-curricular offerings and more all started with a few simple questions: Is this working? What else can we do? How can we do this better?

These questions serve also as the heart of this document, a wish list for change that is the most ambitious reform effort Verdugo has undertaken. Yet, given its size and scope, it is still only a first step towards the creation of councils and committees, teams and timelines, arguments and counter-arguments.

Navigating the terrain to the next, higher peak without a map is unwise. So, let this comprehensive proposal be the first draft of a map that we make together—Verdugo, our community, District leadership, and other stakeholders. It’s true we do not bear the legacy of a famous historical figure. However, we’re surrounded by plenty of natural, wild, and unexplored territory. As educators, we think that’s a whole lot more inspiring.
March 19, 2010

Diane Klewitz, Principal
Verdugo Hills High School
14200 Van Nuys Blvd.
Arleta, CA 91331

Dear Ms. Klewitz,

Thank you very much for the time and energy that you and your staff have put into the Verdugo Hills Reform Proposal and for the site tours you have given me and Parker Hudnut. The fact that you and your stakeholders have articulated your vision for a better school means that you all are dedicated to making a difference in the lives of your students. I fully and completely support that goal.

I applaud the motivation behind the plan and wanted to take this opportunity to support your effort by making a few comments and asking that you work with Parker Hudnut to finalize and implement your plan with the iDesign team. I believe that by answering and/or addressing the following questions and suggestions, your plan will be even more successful.

1. Proposed CFO position – We have created a new School Business and Operations Manager that might serve your needs.
2. School Calendar – I agree with the instructional methodology of the proposed calendar. What coordination has occurred with parents and your feeder schools in order to minimize disruption to families and various services like Special Education? Is your proposal different from the Balanced Traditional Calendar for Arleta?
3. Staffing: I fully support your staffing proposal. What specific waivers, if any, from the Collective Bargaining Agreement(s) do you anticipate and are they supported by your staff at this time?
4. Budget: Your per pupil funding budget autonomy will continue and expand in scope so that you can achieve your goals of more control over your budget. I did not, however, see any budget estimate for how to pay for any of your proposed reform efforts so please clarify how this will be done.
5. Performance Plan: I did not see a codified connection between your proposal and identified outcome measurements. Please articulate how your reform plan will increase student achievement more rapidly than otherwise possible.
6. What is your plan to develop your own benchmark assessments in lieu of LAUSD periodic assessments? What system will be used and how with that data be used to inform instruction?
7. I appreciate the strong student accountability system and I wonder if you considered an honor code and corresponding student honor committee to oversee breaches of your honor code?
Thank you again for your interest in operating the best school you can. I am appreciative of the time and energy that has been put into your plan. I hope that you and the staff are not offended by my suggestions. This does not mean that your plan is not approved. It is. These are just suggestions.

If you have any questions, please call Parker Hudnut at 213.241.8370. I look forward to hearing from you and Parker about the progress Verdugo Hills is making toward increasing student achievement.

Sincerely,

[Signature]

Ramon C. Cortines

[Company Name]

c: Nury Martinez, Board Member
   Alma Pena-Sanchez, Local District Superintendent
Staffing Autonomy’s Response to Cortines’s Suggestions
Professional Development – March 23, 2010

1. Proposed CFO Position – School Business and Operations Manager
   - The group feels that this outside position will help monitor expenditures and keep us on track.
   - We need to discuss this person’s role further with Parker Hudnut.

2. Calendar
   - Parents are voicing concerns about starting school in August.
   - The faculty will have a formal vote to decide on approving the new school calendar.
   - We have coordinated with Mt. Gleason. They are open to changing their calendar to match ours.

3. Staffing
   - The Governance and Staffing Committees will carefully review contract rules and procedures when creating new Reform evaluation methods.
   - Teachers will vote to approve each item of the new evaluation plan.
   - We need to determine how the decision to create a new position is made, and who is involved in making this decision.

4. Budget
   - Budget Committee will need to make a “wish list” for things we want, and to determine areas of budget to pay for it.
   - Other accounts, including Title I, Bilingual, Gifted, AP funds need to be reviewed to determine categories of spending.

5. Performance Plan
   - Assessments will be created by each department by grade level.
   - Departments will target weak areas determined by previous scores and incorporate these areas into grade level curricula.

6. Benchmarks
   - Each department will determine their own benchmarks.

7. Honor Code
   - What does Mr. Cortines exactly mean by an “honor code”?
VERDUGO HILLS HIGH SCHOOL

To: C. Marke
H. Campbell R. Brant

From: Diane Klewitz

PRINCIPAL

Next Wed. April 14
Scheduled a meeting with Barker, Superintendent, he is the person charged with overseeing the activity. He will meet with Barker, and
Monique Espe (his asst.)

On Wed. April 14 at 1:30
in the college center. He's
coming to answer our
questions.

Diane

Let Martina know if you
need a class coverage.
Chairperson: Holly Campbell
Alternate: Diane DeBoer

Role of Staffing Committee: Employee Evaluation and Support
Hiring Certificated and Classified Staff

1. Collaborate on a multi-tiered teacher evaluation system that addresses English Language Learners and test scores.

2. The underlying purpose of our own teacher evaluation format is to be constructive, not punitive. Our goals are growth, common instructional strategies, teacher and instructional support, sharing best practices among our own in-house experts, and alignment of curriculum and standards.

3. Provide proof or evidence of student progress, i.e., each teacher compiles their own portfolio containing evidence of student work. Evidence of student work may exhibit reading, writing, academic vocabulary in the content area, and test strategies.

4. The evaluation criteria should also incorporate planning, classroom environment, instructional delivery, professional responsibilities, and professional growth.

5. Consider different stages/elements of evaluation process: self, peer, mentor, department chairs, administrative.

6. The Staffing Committee will also review and refine the September, 2010, Committee guidelines for hiring.

7. The Staffing Committee will meet on specified Wednesday's at lunch in the College Office to brainstorm ideas, and to refine and complete the proposed hiring and evaluation procedures. The Committee chairperson will then present the proposed procedures to the faculty and finally to the Governance Council for approval.
6/29/11  Dr. Deasy  
Michelle King  

Deasy's Denial of Plan

- Given copy of plan — didn't pay much att'n.
- Meet w/ people to come to home w/ finalists
- D makes final decision
- Received emails — no process here

- Agreement — pointed out lang. w/ LAUSD agreement
- Rejects Plan

3 issues

1. Boyle/VTLA/VTLA not aware of this
   agree

2. vacant prin

3. how do we go forward to solve prin
   of school we agree with
Specific point - deal with most

- Labor org. did not sign off on rules / AALA
- pieces are spec - function of govern. body - final authority on discipline
- state statute - board of ed has final authority
  - levels of discipline - you body doesn't have authorization
- Could you req. students to have requirements beyond the Board
- LAUSD + - if we add, ex. 4 yrs of math, students have the right
to waiver thru school
The district cannot unilaterally
place — no must-place / no
forced-place
- This must be agreed by union
genereal membership and not
authorize this as a pilot

Selection of admin — sole preview

of Gov. Council — under of
Sup. approval —

Deasy will never give of The right
to have final approval.
Don't have time
Solve principal selection 1st

4 options
1. pilot (ESBM | affil. | traditional) reg. sel. of principal

ESBM - less ref. in hands of teachers than pilot
Pilot - has most - more than affil. charter
- is a huge proy - of pilot
- Pilot school agree - Board + Duffy
- signed
The following letter was emailed to Dr. Deasy, Deputy Superintendent Michelle King, and LAUSD Board Member Nury Martinez on behalf of the Governance and Staffing Committees of Verdugo Hills High School:

Superintendent Deasy:

We are distressed to learn that the Principal selection process for Verdugo Hills High School that you and we agreed to follow has been unilaterally supplanted, as outlined in a local District 2 memo dated July 28, 2011. According to this memo, local District 2 Superintendent Alma Peta-Sanchez—not you—will appoint the next principal only after the next round of interviews and extensive reviews of interviews. This is not only a breach of your personal word to Verdugo’s parents and staff, it is the complete opposite of your recent claim in the LA Times that schools should select their own staff. How is this current approach good for our students?

During your visit to Verdugo on June 29, 2011, you agreed to your request to have a voice in the selection process by having either you or your designee sit in on the second round of interviews. We also discussed four possible options for selecting our new principal, and you and the members of our Staffing Committee agreed to follow the ESBM model, wherein you or your proxy would have a vote on our committee’s selection. Further, we agreed for a second time to interview several candidates, including Hector Ornelas, our current AP who interviewed during the first round of interviews. You were very clear that you were responsible for the final selection and subsequent evaluation of the principal’s performance. However, you stated that you would accept the committee’s choice, having now been an integral part of the interview process and having a vote on the committee.

After two complete rounds of interviews and long hours of discussion, we, the elected representatives of our school community, find ourselves now with our initial agreement completely ignored, extremely poor communication by you and your staff to us and the prospective candidates, a form letter from the local district, and an interim principal with one week to go before school begins. We think this is a poor and unprofessional way to treat a school and its community, both of whom have acted in good faith on behalf of the needs of our students. How can this sort of capricious treatment be beneficial to the staff, students and parents at Verdugo?

You stated in front of our entire committee that our reform plan “doesn’t go far enough.” In reality, your actions say that it should only go where you want it to go. Our previous superintendent agreed that our plan was formulated around the needs of our community and students, and he created a climate of growth and empowerment that has kept us motivated to keep moving forward. We request that you abide by your original agreement with us, and sustain this climate of innovation that has brought benefits to all at our school. Like many schools, we have continued to improve in spite of the district and its policies, and a continuing lack of personnel and resources. Wouldn’t it be great, just once, if the district saw fit to collaborate with and support the very people it purports to serve?

We support the Verdugo Hills High School reform effort on behalf of the children of our community, and hereby request that you a) honor your commitments to the people of our community by following the Principal selection process you agreed to with VHHS representatives, b) recuse Local District 2 Superintendent, Alma Peta-Sanchez from the Principal selection process based on her personal ties to our choice for Principal, and c) appoint Mr. Hector Ornelas as the Principal of Verdugo Hills High School.

Sincerely,

The Governance Committee of Verdugo Hills High School
The Staffing Committee of Verdugo Hills High School

Jere S. Mendelson, M.Ed.
Verdugo Hills Multimedia Magnet High School
10625 Plainview Ave
Tujunga, CA 91042
Email: mistermitch@charter.net
Phone: 818.951.2400
Fax: 818.352.3577
http://www.verdugohs.org
Good morning! This is your Monday Memo!

Reminders: Today begins our 4th and final term of the year. Please note:

- Best practices would include posting an agenda for every class period including standards addressed in the lesson, goals/objectives for the day/lesson, classwork/activities for the day, and homework.
- Please remember that standing at your door and greeting students as they enter class is a great way to not only start off the class in a positive way, it’s a good way to help monitor activity in the hallways.
- Please remember that there is extensive research that supports data-informed teaching and that we are required to do all we can to help every student be successful per our SPSA, WASC, and Title 1 guidelines. Recommend/encourage/cajole/require students to seek help through tutoring and online resources. I strongly encourage everyone to work closely with their departments and SLCs as they plan, implement, and assess students’ mastering content standards.
- Graduation will be here before we know it. Please help keep your seniors on-track and focused for their last few months at Verdugo and in LAUSD. We want to be sure all students who have met graduation requirements can participate in the graduation ceremony.
- The California Standards Tests are April 24-26. We will begin our test-prep program next week along the problem of the day. Please help us keep our “eye on the prize” and do the best we can on the CSTs. Our API goal is 771 this year, but the goal for all schools in the state is 800.

Budget Development and Advisory Meetings: The budget development process for the 2012-13 school year has begun. We are making budgetary decisions based the goals outlined in our Single Plan for Student Achievement and WASC Action Plan. Here is our timeline: March 16-Categorical and General Fund/Per Pupil Budget allotments and recommendations given to principals based on E-Cast enrollment counts; March 20-ELAC Meets and recommends EL budget to School Site Council/Governance Council; March 22-CEAC Meets and recommends Title 1 budget to School Site Council/Governance Council; March 27- School Site Council/ Governance Council meets and approves 2012-13 categorical budgets for submission to the district and district approval; March 29-All budgets are submitted and approved by local/central district. Note that the Title 1 and 3 budgets are approved by School Site Council/Governance Council per state and federal guidelines and the general/per pupil budget is approved by the principal with a notification to UTLA, per
the LAUSD/UTLA Collective Bargaining Agreement.

**Local Autonomy Plan and UTLA Agreement** The LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011 includes a provision for Local Initiative Schools which includes automatic waivers and several school-based autonomies. The agreement specifies a timeline for schools that may enter the program based on their status as a focus school or their base API. Schools with a base API of 4 (Verdugo) may enter planning in 2012-13 with implementation in 2013-14. In the planning year, a petition is made to the district with the consent/approval of the principal, a plan is developed with training and support from the district and there is a faculty election. Currently, though we have a waiver for our bell schedule, there are no other waivers in place. The local autonomy plan that was written and submitted to the superintendent was not approved by the school board. Please realize that though the plan did not get final approval, there are many parts of the plan that can be implemented because they do not require a waiver from the district. I would advise we move forward with parts of the plan now and in 2012-13, especially if we will submit a petition as a Local Initiative School. You can find the complete agreement at [http://www.lausd.net/lausd/offices/Office_of_Communications/LAUSD-UTLA_Local_School_Stabilization_and_Empowerment_Initiative_of_2011.PDF](http://www.lausd.net/lausd/offices/Office_of_Communications/LAUSD-UTLA_Local_School_Stabilization_and_Empowerment_Initiative_of_2011.PDF)

**Student Events** **Sports:** We are in the Spring Sports season! Support our student athletes in Swimming, Volleyball (boys), Baseball, Softball, Track, Tennis, and Golf! **Prom/Grad Night:** Prom is April 28 and Grad Night is May 18. **Light the Fuse/Art Showcase:** Light the Fuse returns to Verdugo on May 10 as part of the new Arts Showcase. **Spring Musical:** Don’t miss South Pacific on May 3-6. **Spring Concert:** Spring Concert will be May 17. Look for a complete list of student events on our website and in your box!

**Quote of the Week:** "Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us.”

Wilma Rudolph (First American woman Runner to win three gold medals at a single Olympics. 1940-1994)

*Thank you for all you do for and with our students on a daily basis. Take care of yourselves.*
Professional Development

Agenda
August 21, 2012
8:00-9:30 am

1. Welcome/Overview
   Dr. Edward Trimis, Principal

2. Professional Development/Leadership/Input Cycle
   Edward Trimis

3. Student Discipline Procedure/Training
   Arturo Barcenas, Assistant Principal

4. LAUSD Priorities/District Professional Development Strands
   Edward Trimis
   a. Theory of Change/Performance Meter
   b. Transition/Implementation to the Common Core State Standards (CCSS)
   c. New English Learner (EL) Master Plan Implementation
   d. Use of Teaching and Learning Framework

5. Local Autonomy Plans/Definition/Next Steps
   Edward Trimis
   Holly Campbell, UTLA Chair

6. Closing
   Edward Trimis

Late Start Days

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<th>2012</th>
<th>2013</th>
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<td>August 21, 2012</td>
<td>February 26, 2013</td>
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<td>August 28, 2012</td>
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<td>September 11, 2012</td>
<td>March 26, 2013</td>
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<tr>
<td>September 25, 2012</td>
<td>April 9, 2013</td>
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<td>October 23, 2012</td>
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<td>October 9, 2012</td>
<td>June 4, 2013</td>
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<td>November 13, 2012</td>
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<td>December 4, 2012</td>
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1st Monday-Instructional Cabinet & PD Committee
1st Tuesday-Governance
2nd Tuesday-Staff Meeting
As Determined-PD Cays
# TIMELINE FOR ESBMM SCHOOLS OPENING 2013-2014

<table>
<thead>
<tr>
<th>Dates*</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>2012</strong></td>
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<tr>
<td>Friday, August 3rd</td>
<td>Release of ESBMM Request for Proposals, Timeline</td>
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<tr>
<td>August - September</td>
<td>Information Sessions</td>
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<tr>
<td><strong>Friday, September 14</strong></td>
<td><strong>DUE DATE:</strong> Letter of Intent due by 5:00 pm via e-mail to <a href="mailto:esbmm@lausd.net">esbmm@lausd.net</a></td>
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<tr>
<td>August - December</td>
<td>Workshops (Schedule TBA)</td>
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<tr>
<td><strong>Wednesday, December 12th</strong></td>
<td><strong>DUE DATE:</strong> Final ESBMM Proposal in Response to RFP due by 12:00 Noon via e-mail to <a href="mailto:esbmm@lausd.net">esbmm@lausd.net</a></td>
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<td><strong>2013</strong></td>
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<td>January 7</td>
<td>Proposal Review Panel Convenes</td>
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<tr>
<td>January 31 - February 15</td>
<td>Review Panel Gives Recommendations to Superintendent</td>
</tr>
<tr>
<td>February - August</td>
<td>Participate in Implementation Workshops</td>
</tr>
</tbody>
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*Please contact esbmm@lausd.net for any questions related to the dates listed above.*
Staff Meeting
Tuesday, March 19, 2013
3:15 pm
Cafeteria

This is a full staff meeting including classified staff, assistants, and any other interested employees.

Agenda
1. Mandated Child Abuse Training
2. School Restructuring Plans/ Options
Holly,

Makes sense. We probably should also present the other options, even though they will not likely be selected (pilot, affiliated charter, independent charter). It's a good discussion to have in Governance. We have a Governance meeting on April 9. I would like to talk about the ideas on how to move forward. There might be some interest in holding off an actual vote of the type of plan until the actual year we are submitting. The thinking is that some teachers are retiring, we may have some new teachers, and it seems like the current staff should vote on a plan that will be submitted the same year. I believe it is reasonable to have this discussion in Governance on April 9 (we have to approve the budget, but we can also have this on the agenda). Maybe an option is to start the discussion, have the guests out, and have an informal consensus on what plan we want to further investigate or write for but do the actual vote in the Fall?

We should also discuss how we should run the vote. We could have, for example, ESBM, LIS, or nothing (3 choices), but the danger in that is possible nothing would be approved, which I believe is not what most of our teachers want. Another way to go is we come to consensus on which type of plan (ESBM, LIS, or whatever) and then vote on either the new plan of current structure. Another way to go is to have 2 votes. Vote on the type of plan we are considering first (ESBM, LIS, Pilot, af. charter, ind. charter) and then have another vote with 2 choices (for example, ESBM or current structure). This way I believe we will have a good chance for a decisive vote. I really don't want a close vote, 55/45 because then there is a large group of unhappy teachers, which we don't want, I'm sure you agree. At the training I went to, they explained the difference in the different plans, how they are approved, and what is possible or not possible, so it was a helpful meeting. For example, while the pilot and ESBM plans have to be approved by the central committee, I was surprised that the LIS plans are not approved centrally, but are approved after a teacher vote. I was also a bit surprised that it is very specific about who is allowed to vote on what. If we have Donna Muncy or one of the higher up LAUSD folk they can also explain this to the staff.

If you like, we can also set-up an informal meeting with you, me, my director (Dr. Kim) and another UTLA person, to strategize the best next steps. Whatever we do, I am looking forward to the discussion and the process. We have good, smart, and caring people will do the best on behalf of our kids and our school community. Thank you.
Edward Trimis, Ed.D.

Principal, Verdugo Hills High School
Los Angeles Unified School District
Phone: (818) 951-5400 - Fax: (818) 352-3577
"Victory with Honor"
trimis@lausd.net

The Verdugo Hills High School mission is to provide students access to the tools necessary to be active, inquisitive, and successful participants in a rapidly changing world.

Social Media/website links:

-----Original Message-----
From: Campbell, Holly
Sent: Wednesday, March 20, 2013 12:42 PM
To: Trimis, Edward
Subject: Autonomies

Dear Dr. Trimis,

Now that we've missed the 2013-2014 deadline, it is time for us to come together to inform the faculty of the various reform model options, vote on one, and then take steps to implement it.

I do not feel that we need to back up to square one to attend the informational workshops.
I feel that, instead, we should each prepare to share and impart information to the faculty.

I recommend that you and I both present a comparison of the ESBMM and LIS models to the faculty.

I would like to have a UTLA specialist present a Union-perspective of both models at a UTLA meeting, and you could do the same with a district specialist at a staff meeting.

I think you had recommended this earlier, and I think it's a good idea. I also think we should do this very soon after Easter break.

We need to get the exact due dates for the 2013-2014 application process, with implementation in the 2014-2015 school year. This would include the due date for the Letter of Intent, and the due date for the Final Proposal.

I hope that together we can fairly share information and move the process along.

Thank you.

Holly Campbell
UTLA Chapter Chair
Verdugo Hills High School
Are you ready for a change?

- Need a vision for change?
- Need autonomies to help you get there?
- Come to the Local Options Oversight Committee sessions to find out more about your options!

Expanded School Based Management Model
Local Initiative School
Pilot School

SAVE THE DATES!

Thursday, April 4, 4 – 6:30 p.m.  2nd Generation workshop 1 (South location) OR
Monday, April 8, 4-6:30 p.m.  2nd Generation workshop 1 (North location)

Thursday, April 11, 4 – 6:30 p.m.  2nd Generation workshop 2 (South location) OR
Monday, April 22, 4 – 6:30 p.m.  2nd Generation workshop 2 (North location)

Monday, April 29, 4 – 6:30 p.m.  2nd Generation workshop 3 (North location) OR
Thursday, May 2, 4 – 6:30 p.m.  2nd Generation workshop 3 (South location)

Monday, May 20, 4 – 6:30 p.m.  2nd Generation workshop 4 (North location) OR
Thursday, May 23, 4 – 6:30 p.m.  2nd Generation workshop 4 (South location)

Specific workshop session content and registration information coming soon!
http://lausdisi.wufoo.com/forms/2nd-generation-autonomy-training/

LOOC
Local Options Oversight Committee
Holly,

I appreciate that. I have been trying to be more than collaborative, such as calling a full staff meeting for a presentation by the LOOC. Interesting that someone would call for a UTLA meeting in a regular staff meeting, clearly excluding me from any discussion, and be OK with a vote 2 days after a discussion with who knows how many teachers. There have been complaints about quick timelines for decisions we had been discussing really for months, about bell schedules and SLCs, and both of those voting processes were cancelled.

My concern is if the vote is for Pilot or ESBM, those are both approved by a central committee and then by the superintendent and school board. I will certainly be asked to speak whether or not I support the proposal and need to explain why we had a vote after only a few days of discussion without input from parents and community, as was advised by the Local Options Oversight Committee. I hope, at least, you will provide an option that the LOOC members said which is “I’m not sure which option I support”.

I’m even better with a discussion by the people going to the trainings to decide on a model rather than a rushed vote without community input. People voting need to absolutely know the difference between the models (will they?), and really I think more time to reflect. This time which is not being given them. Realize that after we decide, the plan needs to be written (modified). Who is doing this work?

A better, thoughtful and collaborative process would be, I believe:

1. After all of the trainings are complete, all team members who went to the trainings meet to discuss the autonomy plan options. (June 10-8 am)
2. Summary of all of the options are presented to staff on June 10 in a brief staff meeting (including classified). Staff reflects on options this summer.
3. Meetings are held with parents to discuss options (Th. June 13-6 pm, Th. August 15-6 pm, Th. August 22-6 pm) At these meetings we can also get the input we are required to get for the proposal.
4. Options are again presented and discussed with staff at our Pupil-Free Day on August 12 and at our first Late-Start Tuesday on August 20.
5. Vote is held for which option on Friday, August 23. Teachers will have had discussions on May 28, June 3, August 12, and August 20. They should have a clear idea about the options. We will also have had three parent meetings to get input, as advised by the LOOC.
6. Writing the proposal can take place August 23-October 15 (almost 2 months).
7. September 15 Letter of Intent is due. October 1 we must have our meetings and voting completed. October 15 final proposal is due.

1. Submit your Letter of Intent via email to LOOC@lausd.net no later than 5:00 PM on Sunday, September 1st. You will receive an email from a representative of the LOOC confirming receipt of your application. You must submit the Letter of Intent in order to be eligible to submit a proposal by October 15.
2. Completed Proposals are due no later than noon on Tuesday, October 15, 2013 and should be submitted via email to LOOC@lausd.net. You will receive an email from a representative of the LOOC confirming receipt of your application.

Edward Trimis, Ed.D.
Principal, Verdugo Hills High School
Los Angeles Unified School District
Phone: (818) 951-5400 - Fax: (818) 352-3577
"Victory with Honor"
etrimis@lausd.net

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Social Media/website links:

-----Original Message-----
From: Campbell, Holly
Sent: Wednesday, May 29, 2013 5:10 PM
To: Trimis, Edward
Subject: FW: UTLA Meeting Monday, June 3

I'll work with you on this whole process.
I want us all to collaborate.
I will try my best to bring peace among the divisive groups.

Holly

-----Original Message-----
From: Campbell, Holly
Sent: Wed 5/29/2013 1:38 PM
To: Mc Crary, Daren; David, Romuald; Manaka, Lauri; Rennett, Marjorie; Karahalios, Lisa; Revel, Tamiko; Manners, Christopher; Talbott, Anne; Stirpe, Dino; Runnels, Chad; Crawford, Kathleen; Smith, Richard; madler822@yahoo.com; Mojica, Salvador; Buchanan, Karyn; Trojahn, Debbie; Woda, Stephen; Trevino Swanson, Christina; diane.deboer510@gmail.com; Duran, Lisette; Wallace, John; Murray, Hardy; Carbone, Michelle; Brittain, Renee; Roth-Daniels, Michelle; Peterson, Aaron; Woodhouse, Mark; Downey, Marilyn; Campbell, Holly; Mcbride, Wesley; Turner, Susan; Lee, John; Lewis, Elva; Henry, Kevin; Gentry, Gregg; tigerlizmom@aol.com; Camacho, Daryell; Bowman, Cordell; jev@lausd.net; Stringer, Candace; De La Cruz, Mary; Gerdwagen, Mary; Yip, Kevin; Reinhart, William; Fiorentino, Grace; Young, Lindsay; Smith, Gary; Nazaretta, Nancy; Finch, Steven; Riemer, David; Churchill, Patricia; Benitez, Julio; Mojica, Yvonne; Long, Julianne; Fitzgerald, Darren; Lopez, Victoria; Gibson, Gregory; Ortiz, J; Mendez, Viridiana; Franco, Raquel; Heerman, Karla; Fitzpatrick, Deirdre; Mc Glothlin, Paul; Hallowitz, John; Silva, Everardo; Lepe, Griselda; Scott, Rodney; Greenwood, Cathy; lec2937@gmail.com; Kemple, Charles; Van Baal, Marcel; Mendelsohn, Jere; Henry, Blythe; Kam, Daniel; Sermeno, Daniel; kks99520@lausd.net; Warren, David
Subject: UTLA Meeting Monday, June 3

Dear Faculty,

I am calling for a UTLA faculty meeting on Monday, June 3, at 3:15pm in the Library to discuss our autonomy options. We need to talk before the balloting that will be held on Wednesday, June 5.
Thank you.

Holly Campbell
UTLA Chapter Chair
Verdugo Hills High School
UTLA Meeting Agenda
Tuesday, June 4, 2013
Library - 3:15pm

I. Introduction and Autonomy Choice Timeline  Holly Campbell
II. Initial Summary of Autonomy Models  Susan Turner
III. Valedictory  David Riemer
IV. Discussion/Questions
Verdugo Hills High School
Autonomy Choice Timeline

1. 6/4/13
   Summary of all options presented to staff in brief UTLA meeting.
   Staff reflects on options this summer.

2. 6/13/13, 8/15/13, 8/22/13
   Meetings with parents to discuss options and to get input required
   for proposal approval.

3. Pupil-Free Day, 8/12/13
   Autonomy Model options presented and discussed with staff.

4. Late-Start Tuesday, 8/20/13
   Options again reviewed with full staff.

5. Friday, 8/23/13
   Vote is held for which autonomy option.

6. 9/1/13
   Letter of Intent Due

7. 8/23/13 – 10/15/13
   Write/modify proposal.

8. 10/1/13
   Vote on Proposal - (Approval)

9. 10/15/13
   Autonomy Proposal Due
Autonomy Process

- Instructional improvement must be central focus on any transition to autonomy
- Later, when writing our plan, we’ll have to analyze data to determine areas of strength and needs, and how autonomy could support our goals

Problems to Fix

- Adults work collaboratively
- More transparency and equality and democracy in the distributive leadership structure at school
- Include parents and community in making decisions about improving student achievement. (Paper trail – document all parent involvement).

Where to Begin?

- Managing conflicts constructively – If conflicts are not resolved, we will be unable to have respectful conversations
- Ladder of Inference – beliefs/assumptions vs. facts
- Look at data – a good way to start communication with staff and community
- Staff uses data to confirm (prove/disprove) assumptions and make factual statements
- Looking at and analyzing facts leads to a more constructive and open manner of figuring out the focus for school’s autonomy goals

- Do same data protocol with parents
Summary of Autonomy Models

**Expanded School Based Management Model (ESBMM)**
The Expanded School Based Management Model (ESBMM) came out of School Based Management (SBM) and was influenced by the autonomy charter schools were given over their instructional program. ESBMM began at Woodland Hills Academy in 2007, operates within the LAUSD/UTLA contract and grants extensive autonomy to make site-based decisions, through collaboration and consensus. ESBMM schools may have a separate School Site Council and Leadership Council or combine them through the waiver process. Sixty-seven percent of the staff must vote in favor of ESBMM adoption. The ESBMM Steering Committee and Superintendent approve the proposal.

Autonomies included in the ESBMM model:

- Budget and Finance
- Staff and Administration selection
- Curriculum and Assessment
- Professional Development
- Bell Schedule
- May apply for additional waivers

**Pilot School Model**
The Pilot School Model was developed as teacher-led reform in Boston. The model began in LAUSD in February 2007 with the Belmont Zone of Choice in Local District 4. The pilot model historically has focused on Social Justice and creating a personalized learning environment. Pilot schools waive specific parts of the LAUSD/UTLA contract, primarily related to hours and working conditions and the grievance process, in exchange for extensive autonomy. Pilot Schools operate through collaboration. They are guided by the Elect-to Work Agreement (EWA) developed by the Governance Council. The EWA spells out specific obligations agreed to by teachers and principal. Sixty-seven percent of the staff must vote in favor to adopt the model. The Pilot Steering Committee and the School Board approve the proposal.

Autonomies included in the Pilot model:

- Budget and Finance
- Staff and Administration selection
- Curriculum and Assessment
- Professional Development
- Bell Schedule
- May apply for additional waivers

**Local Initiative Schools (LIS)**
The Local Initiative Schools (LIS) Model came as a result of the Local School Stabilization and Empowerment Initiative (LSSEI), an agreement between LAUSD and UTLA approved in December 2011. LIS offers schools a set of autonomy options and the school design team chooses the autonomies that are appropriate for their school community. LIS plan approval requires fifty percent plus one votes of qualifying staff sign a petition that lists the waivers requested and must have the concurrence of the principal. There is a final vote of approval by sixty percent of qualifying staff.

Autonomies included in the LIS model:

- Budget and Finance
- Staff and Administration selection
- Curriculum and Assessment
- Professional Development
- Bell Schedule
- May apply for additional
Commonalities and Variations

- Parents are members of the governing councils that make decisions shaping the school culture and academic program.
- Teachers, parents and the principal decide on priorities and make decisions collectively through collaboration.
- All three models require a vote of the faculty. The procedures and required percentages for approval, vary by model.
- Pilot Schools operate under a single governance council but ESBMM and LIS may apply to have a single council through the waiver process. If a school operates under a single council, there must be designated School Site Council (SSC) Members and only those individuals may vote on decisions related to categorical budgets. An SSC must have an equal number of parents to the combined number of school site employees. For more details see:
  http://www.lausd.k12.ca.us/lausd/offices/singleplan/Index_files/Page740.html
- Generally all three models offer autonomy over Curriculum, Assessment, Scheduling, Governance, Staffing, Budget and Professional Development, however they differ in some specific aspects. For example:
  - LIS allows schools to choose from a menu of autonomies
  - Pilot Schools may
    - Alter their calendar
    - Operate a single council without an annual waiver
    - Have additional funding and staffing options (EWA)
- All models require buy-in from the school staff
  - Pilot Model: Elect-to Work Agreement (EWA)
  - ESBMM and LIS: Commitment to the Plan (CTP).
  - The EWA is annual and the CTP is signed when the plan begins and when new people are hired.
From: Verdugo Hills High School Staff
To: Edward Trimis, Principal

Date: June 5, 2013

RE: SUMMER MEMO

Congratulations on an amazing year! It's important to reflect on our success and all the wonderful things that we did this year as we prepare for the challenges that are still to come.

**Enrollment and New Magnet** As we saw a need to generate additional students, based on input from our community and stakeholders, we not only proposed and got approval from the School Board for a new magnet (VAPA), we increased our outreach efforts through several diverse efforts including reaching out to every middle school in LAUSD, creating a Verdugo commercial, and using billboards and social media. Our efforts paid off. Our enrollment continues to climb.

**75th Anniversary** What a fantastic experience this was! It was such a pleasure getting to know so many alumni, recent and not-so-recent. We had two former principals, many, many alumni, and lots of support from the community. Again, this was one more event that makes Verdugo stand out as one of the best high schools around!

**WASC** We had a very successful WASC visit. All WASC visits are not alike. We were awarded one of the highest terms we could be awarded, a six-year with a one-day revisit, but I have been on several visits and I have to say that what we did was really top notch. I've been on teams which awarded schools the same term we received that weren't as nearly organized, focused on kids, and data, or well done as our visit was. Our entire community is to be commended.

**Transition to Educational Service Centers** We are fortunate have secured a good relationship and solid footing with our Educational Service Center (North). While the transition out of LD 2 and into ESC-N could have been difficult, for Verdugo it has been a good move. I feel we have huge support from the ESC which has continued to allow us to use our own assessments and has been behind us at every step even when we need support in regards to central office directives, policies and procedures.

**Facilities Improvements** This is the year of plan improvements at Verdugo! We had the SLC areas completed in the Fall including our new Keltoner Glen and music area upgrade and the campus is looking beautiful even with a reduced maintenance staff!
Reminders/Needs as we move forward:

Needs

1. We still are in need of an English Learner Coordinator (Bilingual Programs Advisor). This position entails being familiar with the English Learners Master Plan, being responsible for the EL budgets and CELDT program, and working with the new LTEL program. The staff member would get a period off to do the work (teach 2 classes) in addition to a stipend and z-time as needed and as available. No credential requirements, but Spanish speaking would be helpful.

2. We are in need of a teacher to teach journalism one period (La Yuka). No credential requirements but must be organized and be able to work with our partner, Voice of the Village.

3. We still need someone to coach boys and girls water polo as well as swimming.

4. We are in need of an English-credentialed teacher to teach ELD (English Language Development) classes formerly called ESL.

Reminders

1. We will have our first autonomy parent/community meeting on Thursday, June 13, at 6 pm in the auditorium. Please announce this to your students. We will have the meeting announced on our website, social media outlets, and will send home a phone call on both Sunday and Wednesday.

2. Rooms will be deep cleaned this summer, but not walls. Please secure your valuables but you do not have to remove anything from the walls.

3. Some teachers are changing rooms for a variety of reasons and they have all been notified. Please make sure you speak with Mr. Barcenas for support in moving and box/label anything you want moved.

4. Check-out sheets will be distributed this week. Please note everyone must turn in keys unless special arrangements are made.

5. Monday is a work day (pupil-free) and is not optional. We will have our annual staff BBQ at 11:30 am in Keltner Glen.

6. School will be closed on the weekends and on several days this summer. Please see Carlos for specific dates if you are planning to come in.

Please see me if you have any questions or concerns and have a fantastic summer!

*Thank you for all you do and with our students on a daily basis. Take care of yourselves.*
From: Verdugo Hills High School Staff

To: Edward Trimi, Principal

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  - ESBMM and LIS: Commitment to the Plan (CTP).
  - The EWA is annual and the CTP is signed when the plan begins and when new people are hired.
Local Autonomy Options Community Meeting

Agenda
June 13, 2013

1. Welcome Dr. Edward Trimis, Principal
2. Brief History Ms. Holly Campbell, UTLA Chair
   Edward Trimis
3. Why us? Why now? Holly Campbell
   Edward Trimis
4. Overview of Models (+ WASC + SPSA) Edward Trimis
5. Overview of Verdugo Data Susan Turner, Testing Coordinator
6. Overview of Possible Autonomies Holly Campbell
7. Input from Parents/Community (student needs/suggestions) Susan Turner
8. Discussion/Questions All
9. Closing Edward Trimis
   Holly Campbell
   Susan Turner
<table>
<thead>
<tr>
<th>Parent/Guardian/Community Member Name</th>
<th>Student Name</th>
<th>Grade in 2013-14</th>
<th>Phone</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Mr. Luis Huerta</td>
<td>Andrew</td>
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<td>Estela Lizarraga</td>
<td>Andrew</td>
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<td>Robert Lizarraga</td>
<td>Andrew</td>
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<td>Thomas McSweeny</td>
<td>Brian</td>
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<td>Karen Deukmeier</td>
<td>Monika</td>
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<tr>
<td>Farzaneh Ghanemii</td>
<td>Nikka</td>
<td>11</td>
<td>818-315-348</td>
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<tr>
<td>Condill Brown</td>
<td>Teacher</td>
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<tr>
<td>Dinah Miriam Adler</td>
<td>Teacher</td>
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<tr>
<td>Susan Turner</td>
<td>Counselor</td>
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<tr>
<td>Holly Campbell</td>
<td>Teacher/Acting Chair</td>
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<tr>
<td>Pamie Case</td>
<td>Lauren</td>
<td>10</td>
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Dear Faculty,

Please note the following dates for the following:

1. MAGNET COORDINATOR
   Deadline for self-nomination Friday, 8/16/13

2. GOVERNANCE COUNCIL FACULTY POSITION
   Self-nominations due Tuesday, 8/27

3. AUTONOMY TIMELINE

   Tuesday, 8/20       Faculty Meeting
   Wednesday, 8/21     UTLA meeting
   Thurs./Fri. 8/22, 8/23  Balloting to choose autonomy model
   Sunday, 9/1/13     Letter of Intent Due
   8/23 - 10/15/13    Write/modify proposal
   Tues., 10/1/13     Vote on Proposal (approval)
   Tues., 10/15/13    Autonomy Proposal Due
Agenda

1. Verdugo Hills Autonomy Discussion
   a. Autonomy Review – Dr. Trimis and Holly Campbell
      i. LIS
      ii. ESBM
      iii. Pilot
      iv. No Change
   b. Autonomy Vote – Friday, August 23, 2013

2. Common Core Grant
   a. Review of Grant and Application – Christina Trevino-Swanson
   b. Department Application Component – Department Meetings
Local Autonomy Options Community Meeting

Agenda
August 22, 2013

1. Welcome  Dr. Edward Trimis, Principal
   Ms. Holly Campbell, UTLA Chair
   Edward Trimis

2. Brief History
   Holly Campbell
   Edward Trimis

3. Why us? Why now?
   Holly Campbell
   Edward Trimis

4. Overview of Models (+ WASC + SPSA)
   Edward Trimis

5. Overview of Verdugo Data
   Susan Turner, Testing Coordinator

6. Overview of Possible Autonomies
   Holly Campbell

7. Input from Parents/Community (student needs/suggestions)
   Susan Turner

8. Discussion/Questions
   All

9. Closing
   Edward Trimis
   Holly Campbell
   Susan Turner

---

Parent

Karla Silva
Verdugo Hills High School Autonomy Choices Ballot

I believe Verdugo Hills HS should submit an autonomy plan to LAUSD based on the following. I understand preparing our autonomy plan is a collaborative process that will require some additional meetings and work outside of the school day. Please mark one (1) choice.

<table>
<thead>
<tr>
<th>Mark (X)</th>
<th>Models</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pilot School Model</td>
<td>Approval process</td>
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<tr>
<td></td>
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<td>Waive parts of the contract</td>
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<td>IN IN IN</td>
<td>Expanded School Based Management Model (ESBM)</td>
<td>Approval process</td>
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<tr>
<td>1</td>
<td>Local Initiative Schools Model (LIS)</td>
<td>Approval process</td>
</tr>
<tr>
<td>1</td>
<td>No Change-Do Not Submit Plan</td>
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</tbody>
</table>

Please note the following deadlines:

- Sept. 1  2013-14 Autonomy Model Letter of Intent is due
- Oct. 1   Final vote on autonomy proposal must be taken
- Oct. 15  Full proposals and supporting documentation due (noon)

52 - ESBMM
2 - Pilot
2 - No Change
1 - LIS
Verdugo Hills High School  
Parent/Community Opening Calendar  
2013-14

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>August 6</td>
<td>New Student/Parent Orientation</td>
<td>Auditorium</td>
<td>8 am</td>
</tr>
<tr>
<td>August 13</td>
<td>First Day of School</td>
<td>Library</td>
<td>7:50 am</td>
</tr>
<tr>
<td>August 15</td>
<td>Autonomy Information Session</td>
<td>Library</td>
<td>7:30 am</td>
</tr>
<tr>
<td>August 20</td>
<td>PTSA and Governance/SSC/ELAC Orientation</td>
<td>Rm. 140</td>
<td>3:00 pm</td>
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<tr>
<td>August 20</td>
<td>Governance Council (old)</td>
<td>Rm. 140</td>
<td>3:45 pm</td>
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<tr>
<td>August 22</td>
<td>Autonomy Information Session</td>
<td>Library</td>
<td>7:15 am</td>
</tr>
<tr>
<td>August 26</td>
<td>PTSA Officer Election/Meeting</td>
<td>Parent Center</td>
<td>8:30 am</td>
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<tr>
<td>August 26</td>
<td>ELAC Election/Meeting</td>
<td>Parent Center</td>
<td>9:00 am</td>
</tr>
<tr>
<td>September 3</td>
<td>Governance Council (new)</td>
<td>Rm. 140</td>
<td>3:30 pm</td>
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<tr>
<td>September 5</td>
<td>Back to School Night</td>
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<td>6 pm</td>
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<tr>
<td>September 13</td>
<td>First Grading Period Ends</td>
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<td>3:10 pm</td>
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</tbody>
</table>

"Like" us on Facebook!  
Follow us on Twitter!  
Sign-up for E-mail and Text Message Notifications!
Local Autonomy Options Community Meeting

Agenda
August 15, 2013

1. Welcome  Dr. Edward Trimis, Principal
   Ms. Holly Campbell, UTLA Chair
   Edward Trimis

2. Brief History
   Holly Campbell
   Edward Trimis

3. Why us? Why now?

4. Overview of Models (+ WASC + SPSA)
   Edward Trimis

5. Overview of Verdugo Data
   Susan Turner, Testing Coordinator

6. Overview of Possible Autonomies
   Holly Campbell

7. Input from Parents/Community (student needs/suggestions)
   Susan Turner

8. Discussion/Questions
   All

9. Closing
   Edward Trimis
   Holly Campbell
   Susan Turner

---

Parents

1. Tom Wescott
2. Ramie Case
3. Bill Martinez
4. Robert Lizeraga
5. Estelle Lizeraga
FYI... Have a great weekend.

Sent from my iPhone

Begin forwarded message:

From: "Local Options Oversight Committee" <LOOC@lausd.net>
Date: August 30, 2013, 9:47:36 AM PDT
To: "Turner, Susan" <smt92061@lausd.net>
Cc: "Kinoshita, Elaine" <elaine.kinoshita@lausd.net>, "Epps, Monique" <monique.epps@lausd.net>, "Davis, Janet" <janet.davis@lausd.net>
Subject: RE: Letter of Intent Verdugo Hills High School

Hello,

This email confirms the receipt of your Letter of Intent to become an autonomous model. We are looking forward to receiving your proposal on or before October 15, 2013.

Thank you for your response.

Eduardo Solórzano
Local Options Oversight Committee
Division of Intensive Support and Intervention
333 South Beaudry Ave 25th Floor
Los Angeles, CA 90017
(213) 241-5403
http://looc.lausd.net

<image001.png>
Minutes 9/3/13  
Verdugo Hills High School  
Governance Council (SBM/LEARN/SSC)

1. Welcome/Call to Order/Flag Salute Cordell Bowman/Dr. Edward Trimis  
2. Old Business – None  
3. New Business  
   a. Election of New Officers  
      Grace Piddington  
      Holly Campbell  
      Candace Stringer  
      Chairperson  
      Secretary  
      Parliamentarian

   b. School Update  
      Dr. Edward Trimis  
      Principal

   • WASC  
     Six-year and one day revisit – continue with self-recommendations, improve test scores, parent involvement, action plan.

   • SPSA (Single Plan for Student Achievement)  
     SSC/SBM merged – 20-member Council.  
     SSC guidelines = 50% community/50% school staff

   • CSTs/API  
     8 districts – no more PI status (waiver from NCLB)  
     A new tiered system – VHHS in top two levels  
     Testing this year – CAHSEE – no CST  
     Next year – Common Core Exam – 11th grade

     This year’s API – overall API dropped one point this year. (total 747)  
     English scores – proficient and advanced - 7% increase  
     EL – up 58 points  
     SPED – up 47 points  
     Latino/SED dropped

   • SLC Update  
     Humanitas will change to program status.  
     Bio-Med will continue its career-strand status.

     VAPA will start to transition into merging with the VAPA Magnet next year.  
     Teachers can opt out. In four years, the VAPA Magnet will be in place.

   • Common Core Grant  
      Christina Trevino-Swanson  
      AP

     Grant due 9/30/13  
     10 of 28 schools that apply will be picked for the grant. The grant will provide $80,000.00 per year for five years.  
     There will be a lead teacher (one period out of classroom).  
     Grant resources – how distributed – principal’s purview.
• SPSA Autonomy Plan Update  Holly Campbell  UTLA Chapter Chair

Jere Mendelsohn will draft document modifying and updating previous Plan document and WASC report.
Committee Members – Bowman, Campbell, Mendelsohn, McGlothlin, Reinhart, Stringer.

• Budget  Arturo Barcenas  AP

This year’s budget in a “dire situation.”
School did not qualify for maximum Title I funds – last year did not meet 65% student application requirement. School lost $300,000 from last year to this year. School lost three teacher positions from categorical funds.
Copiers/paper/ink cartridges – all stakeholders need to come together to solve distribution and costs. Instructional Cabinet to develop equitable plan.

• Norm Day  Kevin Frost  AP

If we do not meet number of students district predicted, we lose money. Another thing affecting money is attendance rate of students (Ex. 90% attendance rate =90% of money per student).

It is important that teachers and staff make a big push to get students’ parents to fill out lunch applications. Electronic is better – confirmation email.
Mendelsohn called for administrators to visit classes, and to involve student Leadership.
Stringer – feels that parents calling parents would be effective.

4. Announcements/Public Comment – None

5. Adjournment
Holly,

Please see attached. The dates have been moved. As an ESBM proposal which I do not approve or not approve (I do not have a vote), I would expect you would follow-through with the preparation of the letter of interest with the required signatures, preparation of the draft document, community/parent meetings to discuss the proposal, and submission of the final document. I will look forward to participating in providing input to the preparation of the proposal and giving input to the district in regards to the proposal. I wish I could do more but I am doing all I can to secure funding for Verdugo from multiple sources, increase our enrollment, and secure enough lunch applications to receive adequate categorical funding. Thank you.

Edward Trimis, Ed.D.
Principal, Verdugo Hills High School
Los Angeles Unified School District
Phone: (818) 951-5400 - Fax: (818) 352-3577
"Victory with Honor"
etrimis@lausd.net

The Verdugo Hills High School mission is to provide students access to the tools necessary to be active, inquisitive, and successful participants in a rapidly changing world. Verdugo Hills HS: Great to the Core.

Social Media/website links:
**SENT ON BEHALF OF THE LOCAL OPTIONS OVERSIGHT COMMITTEE**

I am pleased to inform you that the Local Options Oversight Committee has extended the deadline by which interested schools can submit a Letter of Intent in response to the [2013-2014 Autonomous Schools Request for Proposal (RFP)](https://mail2.lausd.net/exchange/hcampbel/Inbox/FW: Revised 2013-2...), which was released in May. The new deadline is now, Tuesday, September 24, 2013 at 5:00PM. Interested schools should email the completed Letter of Intent to looc@lausd.net. We have also moved the due date for completed proposals. The new due date is Tuesday, October 22\(^{nd}\) at 12:00PM (noon). Completed proposals should be emailed to looc@lausd.net. Please see below for a more complete timeline regarding the 2013-2014 Autonomous Schools RFP process. If you have any questions, please do not hesitate to contact our office at 213-241-5104 or at the email address above.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Dates – ESBMM Schools</th>
<th>Due Dates – LIS Schools</th>
<th>Due Dates – Pilot Schools</th>
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<tr>
<td>Letters of Intent Due (due by 5:00PM)</td>
<td>September 24, 2013</td>
<td>September 24, 2013</td>
<td>October 22, 2013</td>
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<tr>
<td>Final day to distribute proposal in preparation for the final vote (LIS Schools only)</td>
<td>October 8, 2013</td>
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<tr>
<td>Proposals Due to the Local Options Oversight Committee by 12:00PM (noon)</td>
<td>October 22, 2013</td>
<td>October 22, 2013</td>
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<tr>
<td>Event</td>
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<tr>
<td>Committee Reviews Proposals Individually</td>
<td>October 23, 2013 – November 6, 2013</td>
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<td>Reading Teams Convene to Discuss Proposals</td>
<td>November 7, 2013 – November 13, 2013</td>
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<tr>
<td>Committee Meets to Discuss Proposals</td>
<td>November 14-15, 2013</td>
<td></td>
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<tr>
<td>Optional School Visits and Capacity Interviews</td>
<td>November 18-22, 2013; December 2-6, 2013</td>
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<td>Re-write Period</td>
<td>December 9, 2013 – January 17, 2014</td>
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<td>Draft Board Report</td>
<td>December 11-13, 2013</td>
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<td>Circulate Board Report for Signatures</td>
<td>December 16-19, 2013</td>
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<td>Board Materials Due</td>
<td>December 20, 2013</td>
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<td>Superintendent Releases Decisions</td>
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<td>Board Meeting</td>
<td>January 14, 2014</td>
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<td>Committee Meets to Discuss Re-written Proposals</td>
<td>January 15-31, 2014</td>
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<td>Draft Board Report</td>
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<td>Board Materials Due</td>
<td>February 14, 2014</td>
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</table>
From: Local Options Oversight Committee
Sent: Wednesday, September 11, 2013 1:02 PM
To: Hemphill, Afia; marquezpope@hotmail.com; Estrada, Yamila; Ceballos, Marco; Brower, Shelly; Lichtman, Dana; Paris, Sandra; Spoer, Lisa; Whitt, Deborah; zeeksters5@msn.com; Galarza, Raymond; Alexander, Karyn; Curry, Debra; Freeman, La Donna; cmomh@yahoo.com; cripp1025@gmail.com; sbswingskirt@gmail.com; debra@n-tonic.com; oonahanson@gmail.com; Martinez, Joseph; Matthews, Hope; maryodson@gmail.com; Sanchez, Mary; albyands@yahoo.com; findasilvas@gmail.com; julie.k.stein@gmail.com; tonkins@roadrunner.com; Davis, Amy; Polk, Kim; bjp2696@lausd.net; Hirsch, Debra; Garcia Yuth, Joni; Spero, Marti; Adams, Amy; skh92652@lausd.net; Kovnat, Corinne; Maxey, Eric; drhym@lausd.net; Sands, Paula; Smith, Arlene; joan.jaeckel@gmail.com; Ferguson, Jodi; Gutierrez, Melina; Hudson, Kimberly; Moran, Marisa; Rivas, Oliver; Rodriguez, Jose; Silva Valdivia, Ernesto; Blake, Suzanne M.; Goldstein, Allan; pherna@lausd.net; Jacobson, Melinda; gabyorellana08@gmail.com; Petty, Irene; Redmond, Kaylyn; Ritouren, Tim; Christiane, J; Abellera, Rowena; Bryan, Kristen; Jeanne, Heather; lisa_liss@yahoo.com; Taylor, Jennifer; mmgonz5@aol.com; karenemiige@verizon.net; nysdla90@gmail.com; Rivas Hernandez, Francisco; Berrios, Rhonda; Williamson, Claudette; Atrian, Ifat; Mann, Roberta; Satnick, Deborah; Walker, Melany; Russell, Anna Sarah; Wangila, Collins; Ancrile, Colleen; Niederdeppe, Nicole; wconnor@marquezcharter.org; mpalo@marquezcharter.org; Williams, Emily; jyoshida@marquezcharter.org; Bustamante, Blanca; Diamond, Jill; Grazziani, Adalgisa; Horta, John; Mitchell, Joanne; Aceves, Lorena; Hastings, Megan; Lee, Jennifer M; monroea@210.com; Rosas, Christopher; Mills, Mary; Leary, Riley; Mackendorck, John; Rivera, Nancy; Aranda, Soledad; Carreno, Nancy; Guzman, Sylvia; Thomson, Kathy; Miguel-Mosene, Mercedes; Hernandez-Ortega, Lorena; Padilla, Patricia; Stern, Jay; Gilreath, Sheri; mlg358@yahoo.com; Sanders, Cheryl; Tarin, Alfredo; Barrios, Stacy; Kieffer, Robin; Melvin, Mary; Newell, Diane; Park, Mindy; Ramirez, Leticia; Howard, Ann Mari; Struman, Dale; carazollinger@yahoo.com; Hernandez, Israel; Trejo, Gabriel; Gonzales, Martha; Schaffer, Reina; Bastanchury, Fred; Hornby, Erica; Lahaie, John; alesandrajane@verizon.net; Murphy, Philip; Reed, Jeffrey; rthomas3@lausd.net; Robledo, Olivia; Castaneda, Phyllis; Diaz, Rosalba; Ebelhar, Randall; gmorales@laep.org; Ortiz, Freddy; Rolston, John; Jeffery, Lisa; Asiedu Kumi, Agnes; Gray, Pamela; Rubenacker, Deborah; Pavelka, Sheri; Magallon, Leo; leo.f.magallon@gmail.com; Penuela, Robert; Sanchez, Adriana; simi.storm@sbcglobal.net; Herrera, Maria; Adams, Thomas; Meador, Tiffany; Alvarez, Cynthia; ainouye@utla.net; Byrne, Karin; Mitchell, Jonathan; vvx0552@lausd.net; Saunders, Amira; amira2011@gmail.com; Song, Henry; Vanderbok, Judith; Wilken, Charles; Zekofsky, Evan; Bleser, Brian; Davis, Sharon; Gruen, Tina; Krosktrty, Jaclynne; Lloyd, Midsanow; Valerio, Richard; ehm8019@lausd.net; Barcenlas, Arturo; Bowman, Cordell; Campbell, Holly; Cheby, Lisa; Duran,
Dear Mr. Santoyo,

This is just to confirm that I will be presenting the ESBMM Autonomy proposal to the Classified staff on Tuesday, October 8, 2013, at 8:15am.

Clerical and custodial staff members will meet in the Main Office at that time.

I will ask Mr. Mendelson to send you a copy of the proposal via email before the meeting.

Thank you.

Holly Campbell
UTLA Chapter Chair Verdugo Hills HS
Dear All,

The Parent Autonomy Meeting will be held in Room 27 at 2PM-3PM on Tuesday, October 8, 2013.

Please invite other parents to attend this important meeting.
Mr. Mendelsohn will present the proposal for the ESBMM (Expanded School-based Management Model) governance plan to parents and community members.

Thank you.

Holly Campbell
UJLA Chapter Chair
Verdugo Hills High School
10/8/13  Parent Sign In

1. Lourdes Duron
2. Julie Celis
3. Ginger Dhian
4. Paula
5. Evelyn J. James
10/5/13 Parent Sign-in

Rhonda Gregoire
Evelyn J. Tamez
Sandra Solorio
Julie Auldshley
Linda Duran

Phyllis G.
Evelyn J. Tamez
Sandra Solorio
Julie Auldshley
Linda Duran

*37
ESBMM Proposal Approval Ballot
Verdugo Hills High School
October 18, 2013

Do you approve the Verdugo Hills High School ESBMM proposal?

56
YES

2
NO

Counted by

Dareen McCraw

10/18/13
1. What does the current strategic academic support for all students look like and how will it look once it is expanded?

At Verdugo Hills High School we offer comprehensive academic support as outlined in our ESBMM application and in the following ways.

- Academic Counseling with student counselors and a full-time college counselor; teachers, coordinators, and administrators are all considered part of the “counseling team,’ and all offer both formal, structured and informal support.
- Peer Mentoring: A formalized, pull-out program that tracks underachieving students
- Link Crew: Pairs incoming 9th-graders with trained, 12th-grade mentors (Link Leaders) who provide a highly structured orientation and follow-up program for freshmen
- Before/After School and Lunch Tutoring: Scheduled by department
- Read 180 courses: Technology-based classes for students who have not mastered the standards for ELA 9th grade
- Targeted CAHSEE Interventions: Students referred to Tuesday morning and Saturday morning classes to support their passage of the CAHSEE
- Student Success Team Referrals and Meetings

We currently offer a computer-based math specific intervention program designed to provide support for all students and close the achievement gap. Other specific supports target our students with disabilities and English Language Learners.

As we move forward, we hope to expand the academic support for all students across the core departments by utilizing newly available funds for Common Core implementation. The math and English departments, through the use of retreats and professional development time, are already engaged in the process of aligning curriculum with the CCSS, utilizing data from periodic assessments, and coordinating the use of common unit/final tests. Meetings for Spring semester are currently underway. Also in the planning stages are expansion of our Wi-Fi capabilities for the expanded use of technology for teaching and testing, acquiring additional laptops to set up learning and testing facilities, and expansion of our Magnet offerings to include more clearly defined career pathways. In addition, recent professional development has focused on reconciling the various guidelines concerning A-G requirements so as to better prepare and program Verdugo students. As budget is always a concern, we have doubled-down in our efforts to qualify for Title I funds by expanding our outreach to students and their families.

2. For the family and community engagement section: How will parents/family be engaged in order to actively participate in the education of their student beyond the typical parent involvement activities?
Parents, guardians, and family members remain a vital part of the Verdugo Hills High School community. Families are engaged in numerous ways already, evidenced by their active participation and leadership in our Governance Council, PTSA, Parent Center, Booster Clubs, and Coffee with the Principal.

We are working towards expanding the role of parents as our education partners in order to take this relationship to the next level. Our first step is the hiring of a part-time parent/community liaison in addition to our current Parent Center facilitators. Once established, we will offer more opportunities for parent involvement including workshops focused on introducing the Common Core standards, strategies for supporting student success, information about testing, scholarships, and other financial aid for college, A-G requirements, parenting classes and college/career preparation presentations.

A second strategy to engage parents and family members is to create opportunities for increased parent volunteerism. We have piloted this model in two projects recently:

- Our College Counselor currently has an active parent advisory committee. Members from this committee were instrumental in creating the current College Office vision, goals, and calendar. As part of the on-going partnership, parents formed the volunteer corps to implement the Cash For College Workshop on Super Saturday. Each parent made a commitment to three (3) hour training and then spent five (5) hours on the day of the event teaching other families about financial aid and walking them through the FAFSA process.

- One of our special education teachers has implemented a career discovery component into her courses. She has utilized parent volunteers to help students learn about a multitude of careers and occupations. Typically, these parents “Skype” in from work to her class and discuss their current employment and educational background.

In both these examples, parents have been asked and are willing to take the next step in their students’ education beyond typical parent activities. We are planning to build upon these successful models through innovation and collaboration.

3. How will the achievement gap be closed in mathematics for the Students With Disabilities (SWD) and African-American students, and in ELA for SWD and EL students?

For the past few years, Verdugo Hills High School has been attempting a number of strategies to close the achievement gap in English and math for our EL, special education, and African-American students.

Thus far, most far-reaching intervention has been through the development of a sequential math program that is individualized and targeted for each student who is unsuccessful. In addition to particular sub-groups, students who are unsuccessful in Algebra 1A are immediately remediated into the same course while their successful peers are moved on to Algebra 1B. A similar process is used for Geometry and Algebra 2AB students. Through the use of the Copernican schedule, we are able to leverage a students’ fourth period to include this type of intervention.
For students with disabilities, we have moved toward both collaborative teaching for these students within core classes and academic intervention in a pullout environment. Students with special needs attend core courses where a special education aid or Resource Teacher is also present. Should these students need further support, they are offered an English or math specific pullout lab course.

Our English Language Learners comprise a small percentage of our student population, however, we are always looking for new ways to succeed. This academic year, EL students are to a new instructor, a former Bilingual Coordinator, who has made strategic changes in the implementation of the ESL program. These students now have access to core curriculum through direct collaboration with the English teacher, including co-teaching, school wide lesson planning and common assessments, and professional development. In addition, parent and family outreach has been expanded, with more direct contact with students’ homes in order to provide a unified support system to students.

4. How will the time structure offered through the Copernican schedule be maximized for collaboration/articulation and data analysis?

The continuance of the Copernican schedule is integral to the culture of Verdugo Hills High School. The schedule provides a natural context for the Common Core values of depth, inquiry-driven teaching and learning, project-based learning, comprehensive and ongoing assessment, and helping students create successful habits of mind.

In the early phases of implementation of the Copernican schedule, special attention was paid in programming in order to maximize the number of teachers able to participate in what was truly a nearly school-wide common conference. As time went on and exigencies piled upon exigencies, the integrity of the common conference was impinged upon and eventually the idea of a common conference became a dim memory. The strength of the conference was based upon three ways of working that were generated by the innovative use of time in the Copernican schedule. A return to paying attention to the value of the common conference is one of the goals of this governance proposal.

The first of these ways of working was increased faculty participation and interest in governance and curricular planning and assessment. With the adoption of the Copernican framework came new ways of thinking about teaching in a 90-minute block and structuring delivery of curriculum. This resulted in an ongoing significant conversation about school-wide matters – everything from governance to grading. This significant conversation guided the development of innovative instructional practice as well as encouraging informal mentorship and sharing of best practices on a nearly daily basis. The significant conversation paved the way Verdugo to continue its reform/transformation efforts in the fields of governance and small learning communities.

Briefly, the second way of working encouraged by the common conference focused on extending the school-wide conversation to include regular and systematic discussion among teachers about students who were shared in common. This led to the development of a systematic use of data by
teachers to build an awareness of each individual student's needs and abilities. This was truly a step towards an entire school based around personalization.

The final way of working that was nurtured by restructuring time through the Copernican schedule was to increase the formal meetings for departments, SLCs, and other entities that never seemed to have enough time to meet in the standard schedule. Among the meetings that took place in the planning period were department meetings that afforded the opportunity to systematically examine data, curriculum, and assessment.

Taken as a whole, these practices were essential to the growth over time of Verdugo's test scores, graduation rates, attendance, and effectiveness as a positive learning environment. A return to these self-developed practices will assist in the next phase of reform. A scheduling committee under the new ESBMM system will look at the efficacy of programming classes during the crucial fourth period versus the gains accrued to the entire school through expanded opportunities for collaboration.

5. What are the goals for professional growth?

ESBMM will support Verdugo faculty and staff focus on three key goals for professional growth during the 2014-2015 academic year and beyond.

First, all teachers, regardless of content area, will be able to implement the Common Core State Standards (CCSS) into their courses. This goal can be accomplished through Professional Development Workshops and department meetings. The school leadership will use the newfound ESBMM autonomy to develop a series of teacher-developed (as opposed to proscribed) Professional Development sessions to address teachers’ questions and concerns regarding the new CCSS. Additionally, teacher-led workshops will provide added focus on implementing English and math standards into the elective courses. A dynamic, revamped style of collaborative meetings, working groups, modeled lessons and “hands-on” PDs will provide teachers with practical insight and suggestions for implementation of the CCSS. The autonomy to create PD granted under ESBMM ensures that PD becomes more focused, meaningful, and timely so as to have much more direct impact on the students.

As a second goal, each teacher will develop at least one Linked Learning project with a colleague. This goal can be met by increasing teachers’ awareness of our school’s diverse electives (from Agriculture to Medical Terminology) and suggesting department pairings for collaboration. Building on the initial plans, professional development discussions and research recently conducted for the Linked Learning grant process, teachers will be guided through the development of a cross-curricular project. While the Linked Learning grant focuses the first year on an Arts and Science department collaboration, we look forward to the organic partnering of departments and colleagues to bring about meaningful learning. In addition, teachers will be encouraged to collaborate with community partners when possible to bring in real-world and authentic projects.

As a third goal, each teacher will be proficient at identifying students academically at risk and developing differentiated instructional strategies to better meet these students’ needs. This goal
can be reached by maximizing the collaborative opportunities presented by the Copernican schedule, whereby teachers can learn from each other while examining student work and addressing academic weaknesses. Through the use of department meetings and common planning time, teachers will develop their skills in identifying struggling students and develop plans to better meet these students’ needs. By bringing departments together, a natural mentor/mentee relationship should develop between veteran teachers and their younger counterparts. The collective examination of students work can be beneficial to all teachers and the ensuing discussions can lead to the implementation of research based, best practices and instructional strategies that place a strong emphasis on crafting optimal learning environments and establishing instructional content that is restructured and refocused with the ultimate goal of helping and supporting our diverse student body.

6. How will progress be measured to allow for reflection on the effectiveness of the programs and strategies?

Verdugo embraces the model of continuous improvement. The Principal has established an Instructional Cabinet, comprised of department chairs, specialists, coordinators, and any other interested parties, to: 1) assess effectiveness of instructional programs as measured by formative assessments, other standardized tests, grades/pass rates, and input from teachers and students, 2) Reflect on growth areas and design improvements on the programs as needed or new ways to support the process which will lead to better outcomes, and 3) reassess outcomes and repeat this process. The new ESBMM Governance Council will form committees to assess progress in other areas such as programs supporting attendance and positive school culture, reflect on the evidence from this assessment, and develop or modify plans in these areas and make recommendations to the Governance Council. Reflections, modifications of plans, and new plans will all be included in the WASC Action Plan annual updates and SPSA updates.

7. What current "best practices" are in place now and what is the plan for building on these practices?

We use the term “best practice” to describe the process of identifying an approach to learning that has proven merit, sharing it with others for examination and review, then adopting the practice into the culture of our school community. All stakeholders focus on strategies that have empirical benefit to our students and we avoid approaches based on fads, trends, or mindless mandates. Best practices are developed and shared by all Verdugo community members based on their own unique perspectives and experiences of what really works.

Agility in decision-making is paramount if we are to achieve our ambitious goals. By affording us the opportunity to utilize our schedule more efficiently, ESBMM will strengthen our expansion and sharing best practices and will give all of our stakeholders a stronger voice in the ongoing conversation regarding our students’ success.

Verdugo’s continuous improvement in the areas of academics and school culture in the late 90s and through the 2000s can be traced directly to the collaborative nature of the school. The English department adopted a common writing program that begins on the first day of 9th grade, common unit final essays, and common performance assessments. The Math department has
been consistent in its ongoing alignment of units and assessments, and both departments are engaged in aligning curriculum with the CCSS. This process can be better supported through ESBMM by the re-direction of limited resources and the more efficient and creative use of our schedule.

Perhaps the best way to illustrate our current best practices is to give an example of a recent project that arises from the sharing of best practices at Verdugo; the creation of our first “Linked Learning” pathway. Our unique schedule affords us many opportunities to explore alternative teaching practices. By scheduling core teachers with common planning periods, it is possible to develop more in-depth and comprehensive curriculum that expands the boundaries of the traditional high school classroom. For example, our Humanitas teachers have developed best practices in collaboratively teaching language arts and social science classes through joint project-based learning and the use of common, multidisciplinary essay questions. These teachers are now sharing these best practices with our recently established Linked Learning program teachers.

The Linked Learning program groups teachers and students into themed pathways of high-interest to students. These pathway themes are supported by industry and academic professionals who are directly involved in the planning and implementation of curriculum, instruction, and assessment. By involving real world professionals, learning becomes more relevant and meaningful. Students are able to see how the subjects they are studying have immediate, real world applications. Moreover, by linking subjects together students see the importance of developing academically in all subject areas in order to become more effective problem solvers. The subject matter crosspollination is especially beneficial for instructors who welcome the new perspectives brought to the table by their colleagues in other departments. Students participate in the creation of the pathway and even have a voice in their own assessment via self & peer assessment of portfolios.

One example of a linked learning pathway is our Media & Design Arts + Science: World Building Pathway. This pathway focuses on the visual communication of concepts, ideas and stories through media and design arts. In particular, we introduce students to “world building” for the entertainment industry (design of complex environments, technology and creatures) based on scientific principles and concepts. Students have the opportunity to work with professional scientists and/or designers on independent design projects.

On the science side, we are working with laboratories at the California Institute of Technology to provide Science Advisors in Biology, Biophysics and Chemical Engineering. On the entertainment industry front, we have partnered with ACME Animation, DreamWorks Animation, and LA Mission College to provide Design Advisors, and are pursuing a partnership with Art Center College of Design.

Through Linked Learning, we hope to bring together our school’s strong academics with our career and technical education programs to create a state of the art school that prepares our students for all postsecondary options, including two- or four-year colleges, certification programs, apprenticeships and other formal job training opportunities. We have already met with success using the limitedautonomies we have under our current school based management plan,
such as our Copernican Schedule, and feel that the autonomies of ESBMM will empower our school to deliver academic, technical, and support services in a more focused and personalized fashion for our students.

Our special education department is another prime example of the effective sharing of best practices at Verdugo. The department changed the name of the special education program to Diverse Learning Academy (DLA) in order to reduce the stigma attached to the term special education. The name change also reflects the core beliefs of the DLA staff that their central mission is to address a wider variety of learning styles than can be accommodated through a traditional approach. The students served range from intellectually disabled to highly gifted. Transparency in the discussion between special education teachers and core teachers regarding specific learning disabilities is the hallmark of the DLA.

The best practices of DLA include the following:

- Foster a safe, inclusive and nurturing environment.
- Actively identify triggers that lead to negative behaviors.
- Use a variety of methods to reward positive behaviors.
- Indentify a student’s strengths and modify lessons so the students can best utilize their strengths in completing lessons.
- Carefully document each student’s progress
- Differentiate instruction based on each student’s individual learning style: logical, verbal, naturalistic, interpersonal, visual-spatial, musical, kinesthetic.
- Small group modeling
- Re-teaching opportunities including clarification of instruction and repetition of terms
- Multimodal methods, such as utilizing books on tapes while simultaneously reading and visualizing the text.

ESBMM would allow more meaningful staff development for special education and core teachers to share best practices, leading to better and more seamless delivery of instruction to our special needs students.

For additional questions or information, please contact Holly Campbell, UTLA Chapter Chair, at 626-221-5607 or hcampbel@lausd.net.